MPPSC 2026

ASSISTANT PROFESSOR

PAPER II

NODIA

PSYCHOLOGY

CHAPTERWISE MCQ BANK

- 3000+ MCQs with Full Explanation
- As per Syllabus released by MPPSC
- Specialised Study Material prepared by Experts

Scan QR for Demo PDF

Nodia

GET ALL STUDY MATERIAL IN ONE APP!

- Textbooks
- Previous Year Chapterwise Question Banks
- 30 Sets Sample Papers
- Worksheets

FREE!

DOWNLOAD NOW!

SCAN & DOWNLOAD

GET IT ON Google Play

MPPSC 2026

ASSISTANT PROFESSOR

PAPER – II

PSYCHOLOGY

CHAPTER-WISE MCQ BANK
AS PER SYLLABUS RELEASED BY MPPSC

NODIA

Downloaded from www.pdf.tube

MPPSC ASSISTANT PROFESSOR PSYCHOLOGY
Edition March 2026
Published by :NODIA
An Imprint of NODIA EDITIONS LLP

Information contained in this book has been obtained by author, from sources believes to be reliable. However, neither NODIA nor its author guarantee the accuracy or completeness of any information herein and NODIA nor its author shall be responsible for any error, omissions, or damages arising out of use of this information. This book is published with the understanding that NODIA and its author are supplying information but are not attempting to render engineering or other professional services.

© NODIA EDITIONS LLP

MRP ₹650.00

This book is available on amazon and flipkart only and not available in market.

NODIA EDITIONS LLP
125, Sector 6, Vidyadhar Nagar, Jaipur 302039
Phone :+91 9024037387
email : mail@nodia.in

CONTENTS

Chap 01	Introduction, Study Methods, Physiological Basis, and Indian Psychology	7-71
Chap 02	Attention perception and Learning	73-135
Chap 03	Memory Thinking and Problem solving	136-197
Chap 04	Intelligence Creativity and Educational Psychology	198-260
Chap 05	Motivation, Emotion, stress and development of Human Behaviour	261-320
Chap 06	Research Method and Statistics	321-380
Chap 07	Personality and Social Behaviour	381-440
Chap 08	Psychopathology and clinical Psychology	441-504
Chap 09	Health Counselling and Community Psychology	505-573
Chap 10	Organizational and Other Applied areas of Psychology	574-642

www.nodia.in

Click Here to Buy book on Amazon

Assistant Professor Exam-2025
Second Paper
Syllabus- Psychology

UNIT - I : Introduction, Study Methods, Physiological basis of behaviour and Indian Psychology

- Psychology as a science, nature and scope, relation with other social and natural sciences.
- Study methods : Observation, experimental, clinical or case study, interview, Questionnaire, survey and content analysis.
- Receptor, effector and adjustor mechanism; genetic basis of behaviour, hormones- their roles in physical growth, emotional activity and personality development.
- Sensation : Visual, auditory and skin- Structure and function.
- Indian Psychology : Nature, History and Scope in reference to Personality development.

UNIT - II : Attention, perception and Learning.

- Attention : Nature and basic determinants, selection attention (Models) signal detection theory biological basis of attention.
- Perception : Nature and determinants, laws of perceptual organization
- pattern recognition, picture perception- Depth, distance and movement perception.
- Learning : Nature and theories. (Pavlov, skinner, Hull, Tolman and Thorndike) programme learning.
- Verbal learning : Methods, materials and determinants, generalization, discrimination.

NODIA

UNIT - III : Memory, Thinking and Problem solving

- Memory : Meaning components and types, theories of forgetting STM and LTM, retroactive and proactive inhibition.
- Models of Semantic memory, Meta-memory, meta-cognition, memory improvement schemes in relation to memory.
- Thinking : Nature and type, Role of language in thinking, factors affecting creative thinking
- Concept formation : Nature types and factors, biases in decision making factors for better decision making.
- Problem solving : Nature, methods and factors.

UNIT - IV : Intelligence, Creativity and Educational Psychology.

- Intelligence : Nature and types, measurement of intelligence, Binet test, wechsler scale, Raven's progressive matrices. Theories- Spearman's two factor theory, Thurstenes group factor theory, multiple factors theory and Cattell's theory.
- Creativity : Relation between intelligence and creativity, aptitude test- multivariate batteries, specific aptitude test, Aspects of creativity.
- Educational Psychology : Nature and scope, contribution of Psychology in education, learning processes in class room, teacher effectiveness.
- Behaviouristic Theories ; Social learning theories.
- Teacher centered methods; student centered methods.

UNIT - V : Motivation, Emotion, stress and development of Human Behaviour

- Motivation : Nature and kinds of motives, criteria of motivated behaviour, theories of motivation- Instinct theory, drive theory, incentive theory and need-hierarchy theory.

- Emotion : Meaning and characteristics, classification of emotion; limbic system in emotion, physiological correlates of emotion.
- Theories of emotion : Schachter-singer, cognitive-appraisal and Lindsley's activation theory.
- Stress : Meaning and characteristics, reaction to stress, strategies for coping stress, management of stress.
- Nature and principles of development, critical periods of life-span, development, Socialization, role of family, peers, school, culture and media, moral development.

UNIT - VI : Research Method and Statistics.

- Nature of scientific research, Hypothesis, Variables- type and control, Type of sampling, Type I & Type II errors.
- Experimental Design : Nature, purpose and type of experiment design.
- Factorial Design : 2×2 factorial design, oneway and two way analysis of variance. ANOVA.
- Correlation method : Product moment, Biserial, point-biserial, Tetrachoric correlation.
- Significance of difference between means, t-test correlated and uncorrelated sample.

UNIT - VII : Personality and Social Behaviour

- Concept and definition of personality. Theories of personality; freud, adler, Jung, Sullivan, Allport, Lewin, Erickson.
- Determinants of personality; Personality assessment- Projective tests, personality inventories, situational test.
- Attitude : Nature and functions, Theories of attitude change, measurement of attitudes.
- Social perception, impression formation, attribution theory, interpersonal attraction.
- Group Dynamics : Conformity- Nature and determinants, Group Cohesiveness and Leadership.

UNIT - VIII : Psychopathology and clinical Psychology

- Criteria of abnormality, Anxiety disorders- Panic disorders, obsessive-compulsive disorders, Generalized Anxiety Disorders.
- Mood disorders, Schizophrenia, Paranoia, Personality disorder.
- Substance related disorder, Mental retardation- classification, types and causes.
- Models of clinical Psychology : Psychodynamic, Behavioral, Interpersonal.
- Psychotherapies : Psychoanalytic, Client-centered, Cognitive and Biofeedback.

UNIT - IX : Health, Counselling and Community Psychology

- Health models, damaging health and health promoting life styles and behaviours.
- Cardio-vascular disease, Diabetes- nature, types and causes.
- Need and principles of guidance & counselling, Counselling approaches- Directive, Non directive, Rational-Emotive.
- Organizing guidance program in school and colleges.
- Types of intervention on community psychology, primary and secondary prevention programmes.

UNIT - X : Organizational and Other Applied areas of Psychology

- Personal Selection & training, Job attitudes and job satisfaction.
- Industrial safety and accidents organizational climate, Role of leadership in organizations.
- Organizational development, communication process and decision making.

Downloaded from www.pdf.tube

- Sports Psychology : Improving performance of sport, exercising and physical fitness.
- Environmental psychology : Effect of noise and pollution, effects of crowding and population density, Effect of sensory deprivation.

www.nodia.in

NODIA

CHAPTER 01

Introduction, Study Methods, Physiological Basis, and Indian Psychology

1. Which of the following best defines psychology in the context of it being a science?
(A) The philosophical study of the soul and its afterlife.
(B) The systematic and empirical study of behavior and mental processes.
(C) The speculative analysis of human consciousness and intuition.
(D) The artistic interpretation of human emotions and experiences.

2. Consider the following statements regarding the field of psychology:
Statement I: The scope of psychology is limited to the treatment of mental illness.
Statement II: Psychology has a significant relationship with natural sciences like biology and physiology.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

3. Which research method involves the in-depth investigation of a single individual, group, or event?
(A) Systematic experimental method
(B) Standardized survey method
(C) Clinical or case study method
(D) Scientific content analysis

4. The primary function of a receptor mechanism in the biological basis of behavior is to:
(A) initiate a response in muscles or glands.
(B) process and interpret incoming sensory information.
(C) regulate the genetic transmission of traits.
(D) detect stimuli from the internal or external environment.

5. Identify the incorrect statement regarding the nature of psychology.
(A) Psychology employs scientific methods to study behavior.
(B) The scope of psychology includes areas like health, education, and industry.
(C) Psychology is exclusively a social science with no ties to natural sciences.
(D) Psychology seeks to understand, predict, and control behavior.

6. A researcher wants to understand the attitudes of a large student population towards a new educational policy. Which study method would be most appropriate and efficient?
Which study method would be most appropriate and efficient?
(A) Longitudinal case study
(B) Standardized survey method
(C) Controlled experimental method
(D) Direct naturalistic observation

7. Match List I with List II regarding biological components and their functions and select the correct answer using the codes given below.
List I: (Biological Component)
P. Receptors
Q. Effectors
R. Adjustors
S. Hormones
List II: (Primary Function)
1. Central nervous system processing
2. Muscles and glands that produce responses
3. Chemical messengers in the bloodstream
4. Sensory cells that detect stimuli
Codes:
(A) P-4, Q-2, R-1, S-3
(B) P-1, Q-3, R-4, S-2
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-4, R-3, S-1

Click Here to Buy book on Amazon

8. The genetic basis of behavior primarily refers to the influence of what on an individual's traits and actions?
(A) Inherited genes and chromosomal makeup
(B) Environmental upbringing and social learning
(C) Hormonal imbalances during development
(D) Nutritional factors and physical exercise

9. Which of the following is NOT considered a primary skin sensation?
(A) Localized touch
(B) Somatic pain
(C) Sensory balance
(D) Ambient temperature

10. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Psychology is considered a science.
Reason (R): It utilizes systematic observation and experimentation to gather and analyze data.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

11. The scope of Indian Psychology includes its application with specific reference to:
(A) clinical psychopharmacology
(B) complex artificial intelligence
(C) macro economic policy making
(D) individual personality development

12. In the context of study methods, what is a key feature of the interview method?
(A) Manipulation of an independent variable.
(B) Direct verbal interaction between the researcher and the participant.
(C) Analysis of pre-existing written or visual materials.
(D) Observation of behavior in a natural, uncontrolled setting.

13. Consider the following statements about the experimental method:
1. It is primarily used for in-depth study of a single individual.
2. It allows researchers to establish cause-and-effect relationships.
3. It involves the systematic manipulation of an independent variable.
Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

14. The structure in the eye responsible for converting light energy into neural signals is the:
(A) Outer protective cornea
(B) Focused crystalline lens
(C) Pigmented muscular iris
(D) Light sensitive retina

15. The effector mechanisms of the body are primarily composed of:
(A) muscles and glands.
(B) sensory neurons and receptors.
(C) the brain and spinal cord.
(D) genes and chromosomes.

16. Which of the following best describes the relationship between psychology and social sciences like sociology?
(A) They are identical disciplines with different names.
(B) They are overlapping fields, with psychology focusing on individual behavior and sociology on group behavior.
(C) They are completely unrelated fields of study.
(D) Psychology is a sub-discipline of sociology.

17. A psychologist studying the frequency of specific themes in a political leader's speeches would most likely use which research method?
A psychologist studying the frequency of specific themes in a political leader's speeches would most likely use which research method?
(A) Structured experimental method
(B) Systematic content analysis
(C) Intensive clinical case study
(D) Active participant observation

18. Which statement correctly identifies a function of hormones in psychological processes?
(A) Hormones play a role in regulating emotional activity and personality development.

Downloaded from www.pdf.tube

(B) Hormones exclusively control the genetic transmission of traits.
(C) Hormones primarily function as sensory receptors for external stimuli.
(D) Hormones are the primary components of the adjustor mechanism.

19. The sensation of sound is processed through which primary sensory system?
(A) Visual modality
(B) Olfactory modality
(C) Auditory modality
(D) Cutaneous modality

20. Arrange the following steps of a typical experimental study in the correct chronological sequence:
1. Formulation of a hypothesis.
2. Collection of data.
3. Analysis of data and drawing conclusions.
4. Identification of a research problem.

(A) 4, 1, 2, 3
(B) 1, 4, 2, 3
(C) 4, 2, 1, 3
(D) 2, 1, 4, 3

21. The nature of psychology as a science implies that its conclusions are based on:
(A) personal beliefs and anecdotes.
(B) philosophical speculation.
(C) traditional wisdom and folklore.
(D) objective evidence and empirical data.

22. The adjustor mechanism, as described in the biological foundations of behavior, refers to the:
(A) sensory organs detecting stimuli.
(B) muscles and glands producing a reaction.
(C) central nervous system integrating information and deciding on a response.
(D) hormones regulating long-term growth.

23. Which of the following pairs of a study method and its primary advantage is incorrectly matched?
(A) Experimental Method - Establishes causality.
(B) Case Study - High generalizability to the population.
(C) Survey - Gathers data from large samples.
(D) Observation - Records behavior in a natural setting.

24. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Hormones can significantly influence personality development.
Reason (R): Endocrine glands secrete hormones that regulate various bodily functions, including emotional responses and metabolic rates, which contribute to stable personality traits.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

25. The part of the ear that contains the primary receptors for hearing is the:
(A) External pinna structure
(B) Thin tympanic membrane
(C) Internal cochlea system
(D) Middle ear ossicles

26. Indian Psychology's approach to personality development is often described as:
(A) integrative, considering the development of the self through various sheaths or koshas.
(B) purely behavioral, focusing only on observable actions.
(C) strictly biological, emphasizing genetic predispositions.
(D) exclusively cognitive, focusing on thought patterns.

NODIA

27. A researcher gives one group of students a new memory-enhancing drug and another group a placebo, then measures their performance on a memory test. This is an example of which study method?
This is an example of which study method?
(A) Descriptive survey
(B) Intensive case study
(C) Systematic content analysis
(D) Controlled experimental method

28. Consider the following statements about the experimental method:
Statement I: The questionnaire method is a form of self-report data collection.
Statement II: A major limitation of the

questionnaire method is the difficulty in administering it to large groups.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

29. The genetic material that serves as the blueprint for an organism's development is contained within:
(A) Biological chromosomes
(B) Endocrine hormones
(C) Brain neurotransmitters
(D) Sensory receptors

30. The scope of psychology includes all of the following EXCEPT:
(A) the study of animal behavior.
(B) the investigation of cognitive processes like memory and perception.
(C) the application of principles to improve mental health.
(D) the analysis of social structures and institutions.

31. Match List I with List II regarding psychological methods and their characteristics and select the correct answer using the codes given below.
List I: (Psychological Method)
P. Case Study
Q. Survey
R. Experiment
S. Content Analysis
List II: (Key Characteristic)
1. Manipulation of variables
2. Analysis of communication
3. Study of a large population's attitudes
4. In-depth study of one individual
Codes:
(A) P-4, Q-3, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-4, R-2, S-1
(D) P-4, Q-1, R-3, S-2

32. The process by which physical energy from the environment is converted into a neural signal is known as:
(A) Sensory adaptation
(B) Neural transduction
(C) Stimulus habituation
(D) Cognitive perception

33. Which of the following is the most accurate description of the "nature" of Indian Psychology?
(A) A system focused exclusively on introspection and meditation.
(B) A replication of Western psychological theories using Indian samples.
(C) A framework that seeks to understand consciousness and human potential from an experiential perspective.
(D) A branch of philosophy with no empirical or practical applications.

34. A study examining the relationship between psychology and biology would most likely focus on:
(A) how social norms influence individual behavior.
(B) how cultural values shape personality.
(C) how economic conditions impact community well-being.
(D) how brain structures and neurochemistry affect mental processes.

35. Consider the following statements regarding biological mechanisms:
1. Receptors are responsible for initiating behavioral responses.
2. Effectors are muscles and glands.
3. The adjustor mechanism involves the central nervous system.
Which of the statements given above are correct?
(A) 1 and 2 only
(B) 1 and 3 only
(C) 2 and 3 only
(D) 1, 2 and 3

36. Which of the following best exemplifies an effector at work?
(A) Rods and cones in the eye detecting light.
(B) A leg muscle contracting to kick a ball.
(C) The brain interpreting a loud noise.
(D) A skin cell sensing pressure.

37. A key limitation of the clinical or case study method is its:
(A) inability to provide rich, detailed information.
(B) requirement for a large, random sample of participants.
(C) low potential for generalizability.
(D) strict control over experimental variables.

Click Here to Buy book on Amazon

38. Sensation of pressure, temperature, and pain are collectively known as:
(A) Auditory sensations
(B) Primary skin sensations
(C) Visual sensations
(D) Olfactory sensations

39. The history of Indian Psychology can be traced back to:
(A) the establishment of the first psychology lab in Leipzig.
(B) the works of Sigmund Freud in Vienna.
(C) ancient philosophical and spiritual texts of India.
(D) the rise of behaviorism in the United States.

40. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The experimental method is considered the most powerful tool for determining cause-effect relationships.
Reason (R): It involves the systematic manipulation of an independent variable and control of extraneous variables, allowing for clear conclusions about causality.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

41. Which of the following represents a correct pair of a sensory system and its primary stimulus?
(A) Auditory system - Air pressure variations
(B) Visual system - Atmospheric sound waves
(C) Auditory system - Electromagnetic light waves
(D) Skin sensation - Airborne chemical molecules

42. The influence of hormones on physical growth is a key aspect of which area of study?
(A) Social psychology
(B) Cognitive psychology
(C) Biological foundations of behavior
(D) Indian psychology

NODIA

43. In a structured interview, the questions are typically:
(A) open-ended and spontaneous.
(B) predetermined and asked in a fixed order.
(C) developed by the interviewee during the session.
(D) focused exclusively on non-verbal cues.

44. Arrange the following parts of the visual pathway in the order that light passes through them to reach the sensory receptors:
1. Lens
2. Cornea
3. Retina
4. Pupil
(A) 2, 4, 1, 3
(B) 1, 2, 4, 3
(C) 2, 1, 4, 3
(D) 3, 1, 4, 2

45. Psychology's relationship with natural sciences is most evident in its connection with:
(A) Macroeconomics
(B) Political Science
(C) Cultural Anthropology
(D) Human Physiology

46. Which statement is incorrect regarding the genetic basis of behavior?
(A) Genes provide a blueprint for the development of the nervous system.
(B) Behavior is determined solely by genes, with no environmental influence.
(C) Behavior is determined through a complex interplay where genetic predispositions can influence personality traits.
(D) The study of genetics helps understand the heritability of psychological characteristics.

47. The primary purpose of a questionnaire in research is to:
(A) observe behavior in its natural context.
(B) gather information from respondents through a set of written questions.
(C) manipulate an independent variable to see its effect.
(D) analyze historical documents for recurring themes.

48. Consider the following statements regarding sensation and the visual system:

Statement I: Sensation is the process of interpreting and organizing sensory information.
Statement II: The structure of the visual system includes rods and cones, which are photoreceptors.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

49. Which of the following is an example of an effector mechanism?
(A) The adrenal gland releasing adrenaline.
(B) The retina detecting an image.
(C) The cochlea processing sound waves.
(D) The spinal cord relaying a signal to the brain.

50. The scope of psychology as a discipline is best described as:
(A) narrow and focused only on abnormal behavior.
(B) static and unchanging over time.
(C) broad, spanning from biological to social influences on behavior.
(D) independent of other scientific disciplines.

51. Consider the following statements about the role of hormones:
1. They are directly responsible for the transmission of nerve impulses.
2. They influence long-term processes like physical growth.
3. They can modulate emotional activity.
Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

52. What is the fundamental difference between the experimental method and the observation method?
(A) Observation is only used in social sciences, while experiments are only used in natural sciences.
(B) Observation is always qualitative, while experiments are always quantitative.
(C) The experimental method is less scientific than the observation method.
(D) The experimental method involves manipulation of variables, while observation does not.

53. The "nature" of Indian Psychology emphasizes:
(A) a reductionist approach to consciousness.
(B) the study of the self (Atman) and consciousness as central themes.
(C) the rejection of all empirical methods.
(D) a model of mind based purely on Western psychoanalytic theory.

54. Match List I with List II regarding senses and their primary receptor types and select the correct answer using the codes given below.
List I: (Sense)
P. Vision
Q. Audition
R. Skin Sensation (Touch)
S. Skin Sensation (Temperature)
List II: (Primary Receptor Type)
1. Mechanoreceptors
2. Thermoreceptors
3. Photoreceptors
4. Hair cells (mechanoreceptors)
Codes:
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

55. The genetic basis of behavior suggests that psychological traits are a result of:
(A) only learning and experience.
(B) only cultural factors.
(C) an interaction between heredity and environment.
(D) random, unpredictable events.

56. Which of the following is NOT a standard method of psychological study?
(A) Personal interview
(B) Structured questionnaire
(C) Systematic content analysis
(D) Pseudoscience astrological charting

57. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): A case study provides deep and rich information about an individual.

Downloaded from www.pdf.tube

Reason (R): The findings from a single case study can be confidently generalized to the entire population.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

58. The part of the central nervous system that acts as the primary "adjustor" by integrating information and coordinating activity is the:
(A) sensory receptor system.
(B) brain and spinal cord.
(C) endocrine system.
(D) peripheral nervous system.

59. The function of the auditory ossicles (malleus, incus, stapes) is to:
(A) collect sound waves from the environment.
(B) convert sound vibrations into neural impulses.
(C) amplify sound vibrations from the eardrum to the inner ear.
(D) maintain balance and spatial orientation.

60. A case study involves a student who is exhibiting extreme test anxiety. A psychologist collects information from the student, her parents, and her teachers, and also reviews her academic records. This approach is best described as:
This approach is best described as:
(A) experimental, because it seeks to find a cause.
(B) a survey, because it involves asking questions.
(C) content analysis, because it involves reviewing academic records.
(D) clinical or case study, because it is an in-depth investigation of one person.

61. The relationship between psychology and the natural sciences is exemplified by the study of:
(A) the biological foundations of behavior.
(B) cultural norms.
(C) political ideologies.
(D) historical trends in art.

62. Which of the following is a key aspect of the "scope" of psychology?
(A) It is restricted to the study of human beings only.
(B) It includes both basic research and applied fields.
(C) It is primarily concerned with philosophical questions.
(D) It operates independently of societal needs.

NODIA

63. Arrange the following mechanisms in the typical sequence of a stimulus-response event:
1. Adjustor mechanism
2. Effector mechanism
3. Receptor mechanism
(A) 1, 2, 3
(B) 3, 1, 2
(C) 2, 3, 1
(D) 3, 2, 1

64. The structure and function of visual sensation involves understanding how the eye processes:
(A) atmospheric sound waves.
(B) kinetic mechanical pressure.
(C) metabolic chemical substances.
(D) electromagnetic radiation (light).

65. Consider the following statements regarding the study methods in psychology:
1. A survey is ideal for establishing a cause-effect relationship between variables.
2. An interview can provide rich, qualitative data.
3. A case study focuses on a large, representative sample of the population.
Which of the statements given above is/are correct?
(A) 2 only
(B) 1 and 3 only
(C) 1 and 2 only
(D) 1, 2 and 3

66. Which statement best defines the "genetic basis of behavior"?
(A) The idea that all behaviors are predetermined at birth and cannot be changed.
(B) The study of how inherited biological material influences psychological characteristics.
(C) The concept that behavior is learned exclusively from one's environment.
(D) The analysis of how hormones control all human actions.

67. The role of hormones in emotional activity means that fluctuations in certain hormone levels can affect:
(A) an individual's intellectual capacity.
(B) the structure of the auditory system.
(C) an individual's mood and emotional responses.
(D) the speed of nerve impulse transmission.

68. The history of Indian Psychology can be traced back to:
(A) recent contributions of behavioral theorists.
(B) early American psychology laboratories.
(C) modern cognitive psychology developments.
(D) ancient Indian scriptures and traditions.

69. In a survey study, a potential problem where participants respond in a way they believe is socially acceptable rather than truthfully is known as:
In a survey study, a potential problem where participants respond in a way they believe is socially acceptable rather than truthfully is known as:
(A) social desirability bias.
(B) random sampling error.
(C) experimenter bias.
(D) placebo effect.

70. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The adjustor mechanism is crucial for adaptive behavior.
Reason (R): It consists solely of effector organs like muscles and glands that execute responses.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

71. The "nature of psychology as a science" means that psychological knowledge is advanced through:
(A) intuition and personal revelation.
(B) adherence to traditional doctrines.
(C) empirical research and systematic observation.
(D) logical deduction from a priori principles.

72. Consider the following statements regarding research methods:
Statement I: The interview method in psychology is always unstructured.
Statement II: The content analysis method can be used to analyze text, images, and other forms of communication.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

73. Match List I with List II regarding endocrine glands and their primary related functions and select the correct answer using the codes given below.
List I: (Gland)
P. Adrenal Gland
Q. Thyroid Gland
R. Pituitary Gland
S. Gonads
List II: (Primary Related Function)
1. Regulation of metabolism and energy level
2. Control of "fight or flight" response and emotional arousal
3. Regulation of growth and other glands ("master gland")
4. Development of secondary sexual characteristics
Codes:
(A) P-1, Q-2, R-4, S-3
(B) P-2, Q-1, R-3, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-3, R-4, S-1

74. The tympanic membrane is a key structure in which sensory system?
(A) Visual modality
(B) Cutaneous modality
(C) Olfactory modality
(D) Auditory modality

75. The scope of Indian Psychology, in its application to personality development, would likely emphasize concepts such as:
(A) basic stimulus-response conditioning.
(B) traditional Freudian Oedipus complex.
(C) spiritual self-realization and transcendence.
(D) cognitive information processing models.

Click Here to Buy book on Amazon

76. Which one of the following is a characteristic of the experimental method?
(A) It lacks control over variables.
(B) It aims to study relationships by manipulating one variable to observe its effect on another.
(C) It is primarily descriptive in nature.
(D) It can only be conducted in natural, real-world settings.

77. Genes influence behavior and personality most directly by:
(A) dictating specific thoughts and actions.
(B) creating hormonal imbalances from birth.
(C) controlling the production of proteins that affect the structure and function of the nervous system.
(D) determining the social environment in which a person is raised.

78. Which of the following is an example of a receptor?
(A) A muscle cell in the arm.
(B) A neuron in the brain's cortex.
(C) A gland that secretes hormones.
(D) A cone cell in the retina of the eye.

79. The relationship between psychology and sociology is best described as:
(A) complementary, with psychology focusing on the individual and sociology on the group or society.
(B) completely separate with no overlap.
(C) antagonistic, with conflicting theories and methods.
(D) identical, with different terminologies for the same concepts.

80. Arrange the following historical phases related to psychology in a logical order of emergence:
1. Rise of Behaviorism.
2. Establishment of the first psychology lab by Wundt.
3. Philosophical inquiries into the mind by ancient thinkers.
4. The Cognitive Revolution.
(A) 3, 2, 1, 4
(B) 2, 1, 4, 3
(C) 3, 1, 2, 4
(D) 1, 2, 3, 4

81. A researcher observes and records the play behavior of children in a preschool without interfering. This is an example of:
This is an example of:
(A) a controlled experiment.
(B) naturalistic observation.
(C) a descriptive survey.
(D) an intensive case study.

82. Consider the following statements about skin sensations:
1. The skin contains distinct receptors for pressure, pain, and temperature.
2. The sensation of 'wetness' is a primary skin sensation with its own unique receptor.
3. The distribution of sensory receptors is uniform across the entire body.
Which of the statements given above is/are correct?
(A) 1 only
(B) 2 only
(C) 1 and 3 only
(D) 2 and 3 only

NODIA

83. The study of how hormones affect personality falls under the domain of:
(A) sensory psychophysics.
(B) interactional social psychology.
(C) foundational physiological psychology.
(D) longitudinal developmental psychology.

84. What is the primary goal of using a questionnaire in psychological research?
(A) To observe behavior in a controlled setting.
(B) To conduct an in-depth analysis of a single individual's life.
(C) To manipulate an independent variable and measure its effect.
(D) To collect self-reported data on attitudes, beliefs, or behaviors from a sample of people.

85. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Psychology shares a significant relationship with biological sciences.
Reason (R): Behavior and mental processes have a physiological basis, involving the brain, nervous system, and endocrine system.

(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

86. Which of the following is NOT part of the structure of the auditory system?
(A) Inner ear cochlea
(B) Light sensitive retina
(C) Thin tympanic membrane
(D) Middle ear ossicles

87. In the context of Indian Psychology, 'personality development' is often viewed as a journey towards:
(A) forced social conformity.
(B) extrinsic material success.
(C) higher states of consciousness.
(D) intense competitive excellence.

88. A researcher carefully analyzes the scripts of popular movies over the last decade to identify trends in the portrayal of mental illness. This research method is:
This research method is:
(A) a descriptive survey.
(B) a controlled experiment.
(C) a clinical study.
(D) a content analysis.

89. The 'adjustor mechanism' in the S-O-R (Stimulus-Organism-Response) paradigm is best represented by:
(A) the internal organism (O).
(B) the external stimulus (S).
(C) the behavioral response (R).
(D) the physical environment.

90. A major advantage of the survey method is its ability to:
(A) establish definite causal relationships.
(B) gather data from a large number of people relatively quickly.
(C) provide rich, detailed insights into an individual's life.
(D) observe behavior without the participant's awareness.

NODIA

91. Match List I with List II regarding parts of the eye and their functions and select the correct answer using the codes given below.
List I: (Part of the Eye)
P. Cornea
Q. Lens
R. Retina
S. Pupil
List II: (Function)
1. Contains photoreceptor cells
2. Focuses light onto the retina
3. Controls the amount of light entering the eye
4. Protective outer layer that begins focusing light
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-2, R-1, S-3
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-3, R-2, S-1

92. The genetic basis of behavior implies that:
(A) environmental nurture is irrelevant.
(B) every behavior is coded in DNA.
(C) genes are the only factor.
(D) traits are influenced by heredity.

93. Which of the following questions would be of most interest to a psychologist studying the relationship between psychology and the natural sciences?
(A) How do voting patterns differ across socioeconomic classes?
(B) How do cultural myths shape a society's values?
(C) What are the effects of a specific neurotransmitter on mood?
(D) What is the most effective form of government?

94. Consider the following statements regarding the scientific nature of psychology:
Statement I: Psychological theories are tested using empirical evidence.
Statement II: Psychology relies on anecdotal evidence and common sense to draw conclusions.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

95. The primary role of an effector is to:
(A) detect a stimulus.
(B) transmit a signal.
(C) process information.
(D) produce a response.

96. Which of the following is a limitation of using an interview as a research method?
(A) The interviewer's presence can influence the respondent's answers.
(B) It is impossible to gather in-depth information.
(C) It cannot be used to study attitudes or beliefs.
(D) It is only suitable for studying large, diverse populations.

97. The concept of hormones influencing emotional activity and personality development links the endocrine system with:
(A) behavioral classical conditioning.
(B) stable individual differences.
(C) interactional social cognition.
(D) early linguistic development.

98. The structure of the cochlea in the ear is critical for:
(A) balancing the body.
(B) amplifying sound.
(C) transducing sound vibrations into neural signals.
(D) funneling sound waves into the ear canal.

99. The scope of Indian Psychology is best described as:
(A) limited to the historical analysis of ancient texts.
(B) a new field that rejects all forms of spirituality.
(C) an attempt to reinterpret Freudian psychology in an Indian context.
(D) focused on applying ancient wisdom to modern issues like stress management and personal growth.

100. A researcher wants to study the development of a child prodigy's musical talent over several years. The most appropriate method would be:
(A) a clinical or case study.
(B) a survey of professional musicians.
(C) an experiment comparing the prodigy to a control group.
(D) a content analysis of musical scores.

101. Consider the following statements about the study methods of psychology:
1. Observation method can be participant or non-participant.
2. The experimental method is the only scientific method in psychology.
3. Content analysis involves systematic analysis of communication.
Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

102. Which biological mechanism serves the function of integration and decision-making between sensation and action?
(A) Sensory receptor mechanism
(B) Central adjustor mechanism
(C) Behavioral effector mechanism
(D) Systemic hormonal mechanism

103. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The questionnaire method allows for the efficient collection of data from a large sample.
Reason (R): Questionnaires can produce a low response rate and may be subject to biases like social desirability.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

104. The sensation of warmth and cold is detected by which type of receptors in the skin?
(A) Visual photoreceptors
(B) Olfactory chemoreceptors
(C) Tactile mechanoreceptors
(D) Sensory thermoreceptors

105. The scientific nature of psychology is primarily demonstrated through its reliance on:

Downloaded from www.pdf.tube

(A) empirical methods.
(B) subjective intuition.
(C) philosophical debate.
(D) historical tradition.

106. A study examining how the presence of others affects an individual's performance on a task best illustrates the intersection of psychology and which other discipline?
(A) Foundational biology
(B) Systematic sociology
(C) Theoretical physics
(D) Physical geology

107. The 'genetic basis of behavior' refers to the study of:
(A) how parenting styles shape personality.
(B) how cultural norms are transmitted across generations.
(C) how heredity influences psychological traits.
(D) how early childhood experiences determine adult behavior.

108. Which study method involves collecting data through written questions administered to a group of people?
(A) Personal interview
(B) Natural observation
(C) Intensive case study
(D) Standard questionnaire

109. The release of adrenaline in a stressful situation, leading to increased heart rate and alertness, is an example of the role of hormones in:
The release of adrenaline in a stressful situation, leading to increased heart rate and alertness, is an example of the role of hormones in:
(A) systemic emotional activity.
(B) longitudinal physical growth.
(C) long-term development.
(D) direct genetic transmission.

110. The lens in the human eye functions to:
(A) receive light and convert it to neural energy.
(B) fine-tune the focus of light onto the retina.
(C) control the amount of light that enters the eye.
(D) protect the eye from foreign objects.

NODIA

111. The historical roots of Indian Psychology are deeply embedded in:
(A) the European Enlightenment.
(B) American functionalism.
(C) India's philosophical and spiritual traditions.
(D) the cognitive revolution of the 20th century.

112. In the biological chain of behavior, which component is responsible for carrying out the response?
(A) Sensory receptor
(B) Central adjustor
(C) External stimulus
(D) Somatic effector

113. Arrange the structures of the ear in the order that sound vibrations travel through them:
1. Cochlea
2. Ossicles
3. Tympanic membrane (eardrum)
4. Auditory canal

(A) 4, 3, 2, 1
(B) 1, 2, 3, 4
(C) 4, 2, 3, 1
(D) 2, 3, 1, 4

114. Which of the following is an incorrect statement about the scope of psychology?
(A) It applies psychological principles to solve problems in areas like education and health.
(B) It investigates basic psychological processes like learning and memory.
(C) It studies behavior across the entire lifespan, from infancy to old age.
(D) It is solely concerned with the treatment of severe mental disorders.

115. A key difference between a structured interview and an unstructured interview is that the unstructured interview:
(A) uses a fixed set of questions.
(B) can only be administered in a written format.
(C) is more flexible and allows for spontaneous questions.
(D) is less time-consuming to conduct and analyze.

116. Match List I with List II regarding psychological approaches and their focus and select the correct answer using the codes given below.
List I: (Psychological Approach)
P. Psychology as a Natural Science
Q. Psychology as a Social Science
R. Indian Psychology
S. Clinical Psychology
List II: (Area of Focus)
1. Study of group dynamics and social influence
2. Diagnosis and treatment of psychological disorders
3. Study of biological foundations of behavior
4. Understanding consciousness and self-realization
Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

117. The genetic makeup of an individual is known as the _____, while the observable expression of this makeup is the _____.
(A) genotype; phenotype
(B) phenotype; genotype
(C) chromosome; gene
(D) gene; chromosome

118. Which of the following is NOT a receptor mechanism?
(A) The retina of the eye sensing light.
(B) A muscle fiber contracting in response to a nerve impulse.
(C) The hair cells in the cochlea sensing vibrations.
(D) The skin's nerve endings sensing a change in temperature.

119. Consider the following statements about the visual system:
Statement I: Rods are photoreceptors specialized for vision in low light conditions.
Statement II: Cones are responsible for color vision.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

120. In what way does psychology relate to the social sciences?
(A) By studying the neurochemical basis of memory.
(B) By developing treatments for physiological disorders.
(C) By analyzing the genetic heritability of intelligence.
(D) By examining how social contexts and cultural norms influence individual behavior.

121. Consider the following statements related to the biological foundations of behavior:
1. Hormones are chemical messengers secreted by endocrine glands.
2. The genetic basis of behavior refers to the influence of learned experiences.
3. Effector mechanisms include muscles and glands.
Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

122. A researcher is analyzing political speeches to identify the frequency of words related to "freedom" and "security". Which method is being used?
Which method is being used?
(A) Natural observation
(B) Systematic content analysis
(C) Controlled experiment
(D) Intensive case study

123. The "scope" of Indian Psychology primarily addresses:
(A) its limitations in comparison to Western psychology.
(B) its role in economic development only.
(C) its potential for understanding and enhancing human experience, particularly in personality development.
(D) its focus on animal behavior exclusively.

124. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The pinna, or outer ear, is a

Click Here to Buy book on Amazon

critical receptor for auditory sensation.
Reason (R): The pinna's primary function is to transduce sound waves into neural energy.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

125. The study of how the pituitary gland's hormones regulate physical growth is an example of research into the:
(A) socio-environmental basis
(B) cognitive-process basis
(C) biological foundation
(D) ethno-cultural basis

126. A psychologist studies the same group of children every two years for a decade to understand developmental changes. This is an example of a longitudinal study, which is a type of:
This is an example of a longitudinal study, which is a type of:
(A) experimental design.
(B) survey approach.
(C) content analysis.
(D) observational method.

127. Which of the following correctly pairs a biological mechanism with its function?
(A) Receptor - Produces a behavioral response.
(B) Adjustor - Integrates sensory information.
(C) Effector - Detects environmental stimuli.
(D) Hormone - Transmits electrical signals along nerves.

128. What is the most significant advantage of the experimental method over other research methods?
(A) It allows for the study of phenomena in their natural setting.
(B) It is the easiest and quickest method to conduct.
(C) It can determine cause-and-effect relationships.
(D) It provides the most in-depth understanding of a single individual.

129. The sensation of touch is mediated by:
(A) sensory mechanoreceptors
(B) visual photoreceptors
(C) metabolic chemoreceptors
(D) ambient thermoreceptors

130. The nature of psychology as a science means that its propositions must be:
(A) based on popular opinion.
(B) falsifiable and testable.
(C) unchangeable and absolute.
(D) consistent with ancient texts.

131. Which of the following is a key focus of Indian Psychology regarding personality development?
(A) The resolution of psychosexual conflicts.
(B) The role of reinforcement in shaping behavior.
(C) The attainment of a balanced and integrated state of consciousness.
(D) The structure of cognitive schemas.

132. The process of content analysis involves all of the following EXCEPT:
(A) identifying specific characteristics of a communication.
(B) systematically coding and quantifying the identified characteristics.
(C) drawing conclusions about the communication's content.
(D) manipulating a variable to observe its effect on the communication.

NODIA

133. Consider the following statements regarding the genetic and hormonal basis of behavior:
Statement I: The genetic basis of behavior means that environment has no role in shaping an individual.
Statement II: Hormones can influence emotional states and contribute to personality traits.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

134. Which of the following best describes the function of an adjustor mechanism?
(A) It detects stimuli from the environment.
(B) It connects sensory input with a motor output, involving the CNS.
(C) It carries out a physical action or secretion.
(D) It carries hereditary information from one

generation to the next.

135. A psychologist studying the impact of classroom design on student attention is exploring a topic within the scope of:
A psychologist studying the impact of classroom design on student attention is exploring a topic within the scope of:
(A) Clinical Psychology.
(B) Indian Psychology.
(C) Environmental Psychology.
(D) Physiological Psychology.

136. Match List I with List II regarding research methods and their goals and select the correct answer using the codes given below.
List I: (Method)
P. Clinical/Case Study
Q. Survey
R. Observation
S. Experiment
List II: (Primary Goal)
1. Determine cause and effect
2. Describe behavior in a natural setting
3. Gather data on attitudes from a large group
4. Conduct an in-depth study of an individual
Codes:
(A) P-4, Q-3, R-2, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-2, R-3, S-1
(D) P-3, Q-4, R-1, S-2

137. The structure in the auditory system that transduces mechanical vibrations into electrochemical signals is the:
(A) hair cells within the cochlea.
(B) external ear pinna structure.
(C) thin tympanic membrane area.
(D) middle ear ossicle system.

138. The primary difference between a receptor and an effector is that a receptor _____, while an effector _____.
(A) responds; detects
(B) detects; responds
(C) decides; responds
(D) processes; detects

139. The history of Indian Psychology is distinct from Western psychology primarily because of its origins in:
(A) formal laboratory experiments.
(B) basic behaviorist principles.
(C) philosophical and contemplative traditions.
(D) computer modeling of the mind.

140. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Hormones are part of the body's effector mechanism.
Reason (R): Hormones are secreted by glands, and glands are a type of effector that produces a response.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

141. A researcher asks participants a set of predetermined questions in a one-on-one setting. This is an example of a(n):
This is an example of a(n):
(A) naturalistic observation.
(B) intensive case study.
(C) controlled experiment.
(D) structured interview.

142. The part of the eye that adjusts its curvature to focus on objects at different distances is the:
(A) Muscular iris.
(B) Crystalline lens.
(C) Outer cornea.
(D) Inner retina.

143. Consider the following statements regarding the relationship of psychology with other sciences:
1. Psychology's connection to biology is seen in the study of the brain and behavior.
2. Psychology's connection to sociology is seen in the study of group influence on individuals.
3. Psychology operates in isolation and does not have significant relationships with other sciences.
Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only

Downloaded from www.pdf.tube

(D) 1, 2 and 3

144. Which of these correctly identifies a component and its role in the biological basis of behavior?
(A) Receptor: Muscle that contracts
(B) Effector: Brain that processes information
(C) Hormone: Sensory cell in the eye
(D) Adjustor: Spinal cord that integrates signals

145. "The systematic study of mental processes such as thinking, memory, and problem-solving" falls within the scope of which subfield of psychology?
(A) Foundational cognitive psychology
(B) Interactional social psychology
(C) Organizational industrial psychology
(D) Therapeutic clinical psychology

146. Arrange the following figures in the chronological order of their major contributions to the history of psychology:
1. B.F. Skinner
2. Wilhelm Wundt
3. Sigmund Freud
4. Aristotle

(A) 4, 2, 3, 1
(B) 2, 3, 1, 4
(C) 4, 3, 2, 1
(D) 1, 3, 2, 4

147. A study that aims to find the relationship between two variables without manipulating either one is best described as:
(A) Controlled experimental
(B) Systematic correlational
(C) Intensive case study
(D) Detailed content analysis

148. The role of hormones in physical growth is most prominent during which life stage?
(A) Stable adulthood
(B) Infancy and adolescence
(C) Geriatric old age
(D) The prenatal period only

149. The primary receptors for the visual system are:
(A) Hair cells and nerve endings.
(B) Ossicles and eardrums.
(C) Retinal rods and cones.
(D) Thermoreceptors and mechanoreceptors.

150. Indian Psychology's perspective on personality development often contrasts with Western models by placing greater emphasis on:
(A) environmental determinism.
(B) unconscious conflicts.
(C) observable behaviors and rewards.
(D) spiritual growth and the nature of the self.

151. Which of the following is a defining feature of psychology as a science?
(A) It uses systematic empiricism.
(B) It relies on personal testimony.
(C) Its theories are not testable.
(D) It is based on common sense.

152. Consider the following statements regarding research methods:
Statement I: A case study is a research method that involves manipulating variables.
Statement II: A survey is a research method used to collect self-report data from a sample.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

NODIA

153. A gland secreting a hormone into the bloodstream is an example of an:
A gland secreting a hormone into the bloodstream is an example of an:
(A) sensory receptor mechanism.
(B) systemic effector mechanism.
(C) central adjustor mechanism.
(D) peripheral sensory mechanism.

154. Match List I with List II regarding biological components and descriptions and select the correct answer using the codes given below.
List I: (Component)
P. Gene
Q. Hormone
R. Receptor
S. Effector
List II: (Description)
1. A cell specialized to detect a certain type of stimulus
2. A muscle or gland that produces a response
3. A unit of heredity that influences a trait
4. A chemical substance that acts as a messenger in the body

Codes:

(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-2, R-3, S-4

155. The sensation of pain is classified under:
(A) visual modality
(B) auditory modality
(C) skin sensation
(D) vestibular modality

156. The historical perspective of Indian Psychology suggests that the study of the mind is inseparable from:
(A) the study of political systems.
(B) the principles of economic behavior.
(C) the laws of classical physics.
(D) the quest for spiritual liberation.

157. A psychologist wants to test if a new teaching method improves test scores. She divides a class into two groups, teaches one with the new method and the other with the old method, and then compares their test scores. This is a clear application of the:
This is a clear application of the:
(A) experimental method.
(B) survey method.
(C) case study method.
(D) observation method.

158. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The relationship between psychology and social sciences like sociology and anthropology is significant.
Reason (R): Human behavior is shaped not only by internal psychological processes but also by social structures, cultural norms, and group dynamics.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

159. The primary function of the retina is to:
(A) bend light to create a focused image.
(B) control the size of the pupil.
(C) house the photoreceptors (rods and cones).
(D) provide nutrients to the eye.

160. Which biological element is considered the basic unit of heredity in the genetic basis of behavior?
(A) The systemic hormone
(B) The neural neuron
(C) The receptor cell
(D) The inherited gene

161. A researcher who sits in a public park and counts the number of times people smile is using:
A researcher who sits in a public park and counts the number of times people smile is using:
(A) the experimental method.
(B) the observation method.
(C) the case study method.
(D) the survey method.

162. Consider the following statements about psychological research methods:
1. An interview allows for follow-up questions to clarify responses.
2. A questionnaire is best suited for in-depth analysis of a single subject.
3. Content analysis is a quantitative method for studying communications.

Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

163. The concept of an "adjustor mechanism" in physiology refers to the role of the:
(A) external sensory organs.
(B) active muscles and glands.
(C) central nervous system.
(D) systemic endocrine system.

164. The influence of hormones on personality development is best understood as:
(A) a direct cause, where a specific hormone creates a specific personality.
(B) irrelevant, as personality is purely learned.
(C) the sole determinant of personality, overriding all other factors.
(D) a contributing factor that can bias emotional and behavioral tendencies.

Click Here to Buy book on Amazon

165. The scientific study of how individuals think about, influence, and relate to one another falls under the scope of:
(A) Physiological Psychology.
(B) Indian Psychology.
(C) Social Psychology.
(D) Clinical Psychology.

166. A major disadvantage of the case study method is:
(A) the superficial nature of the data collected.
(B) the difficulty in establishing cause-and-effect relationships.
(C) the inability to study rare or unusual phenomena.
(D) the need for a large, random sample.

167. Which of the following is NOT a primary sensation detected by the skin?
(A) Physical pressure
(B) Acute pain
(C) Variable temperature
(D) Auditory pitch

168. The "nature" of psychology as a science is characterized by its commitment to:
(A) objectivity, empiricism, and testability.
(B) subjectivity, intuition, and dogma.
(C) speculation, philosophy, and debate.
(D) tradition, authority, and anecdote.

169. What is the role of effectors in the body's response system?
(A) To detect changes in the environment.
(B) To transmit signals to the central nervous system.
(C) To carry out actions, such as muscle contraction or glandular secretion.
(D) To process and make decisions about sensory information.

170. Which of the following best illustrates the relationship between psychology and the natural science of physiology?
(A) A study on the effects of brain injury on memory.
(B) A study on the impact of group pressure on conformity.
(C) A study on the development of language in children.
(D) A study on cultural differences in emotional expression.

171. The history of Indian Psychology is primarily rooted in textual sources that discuss consciousness, self, and the nature of reality. This approach can be described as:
(A) modern behavioristic
(B) purely biological
(C) standard computational
(D) phenomenological and experiential

172. Consider the following statements regarding sensory systems:
Statement I: The tympanic membrane, or eardrum, is the part of the ear where sound is transduced into neural impulses.
Statement II: The function of the auditory system is to process light waves.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

173. Match List I with List II regarding study methods and their applications and select the correct answer using the codes given below.
List I: (Study Method)
P. Interview
Q. Content Analysis
R. Case Study
S. Survey
List II: (Example Application)
1. Analyzing the frequency of certain words in diaries.
2. Collecting responses from 1000 people on their voting preferences.
3. Conducting a detailed 5-year study of a person with a rare brain injury.
4. Having a face-to-face conversation to understand a person's life experiences.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-1, R-3, S-2

174. Genes affect behavior through their role in:
(A) directly creating thoughts and emotions.
(B) guiding the synthesis of proteins that influence the development and functioning of the nervous system.

Downloaded from www.pdf.tube

(C) controlling the environment in which an individual is raised.
(D) exclusively determining an individual's IQ score.

175. The role of hormones in emotional activity is studied by examining how glands like the adrenal glands affect:
(A) fine sensory acuity.
(B) motor coordination skills.
(C) states of fear and anger.
(D) abstract logical reasoning.

176. What is the fundamental goal of the observation method in psychology?
(A) To determine the cause of behavior.
(B) To gather self-report data from large groups.
(C) To analyze the content of communication.
(D) To describe behavior as it naturally occurs.

177. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The clinical or case study method is low in generalizability.
Reason (R): It typically involves the intensive study of a single individual or a very small group, whose characteristics may not be representative of the larger population.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

178. The visual receptors that are responsible for vision in bright light and for processing color are the:
(A) Rods.
(B) Cones.
(C) Bipolar cells.
(D) Ganglion cells.

179. The scope of psychology as a discipline can be defined as:
(A) the study of the human soul.
(B) the philosophical inquiry into the meaning of life.
(C) the scientific study of behavior and mental processes.
(D) the analysis of historical events.

180. The biological foundations of behavior include the study of all of the following EXCEPT:
(A) the genetic basis of behavior.
(B) receptor and effector mechanisms.
(C) the role of hormones.
(D) the influence of economic policies.

NODIA

181. A key aspect of Indian Psychology's view on personality is the idea of:
(A) growth towards a state of integration of mind, body, and consciousness.
(B) development through fixed, universal psychosexual stages.
(C) personality as a set of learned stimulus-response associations.
(D) personality as a stable set of traits determined solely by genetics.

182. Which research method is most susceptible to the social desirability bias, where participants give answers they think are "correct" or socially approved?
(A) Naturalistic observation method
(B) Questionnaire and Interview methods
(C) Systematic content analysis method
(D) Controlled double blind experiment

183. Consider the following statements about biological foundations:
1. Receptors detect stimuli.
2. The central nervous system acts as the adjustor.
3. Muscles and glands are effectors.
Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

184. The relationship between psychology and social sciences is evident when psychologists study:
(A) the effects of neurotransmitters on mood.
(B) the role of genes in intelligence.
(C) the structure of the human eye.
(D) the impact of cultural norms on individual behavior.

185. The function of the ossicles in the middle ear is to:
(A) amplify the vibrations of the eardrum.
(B) transduce vibrations into neural impulses.
(C) protect the inner ear from loud noises.
(D) maintain the body's sense of balance.

186. The scientific approach in psychology emphasizes:
(A) reliance on authority.
(B) collection of empirical data.
(C) proof through logical deduction alone.
(D) acceptance of common sense.

187. Hormones contribute to personality development by:
(A) dictating a person's choices in every situation.
(B) determining a person's intelligence and specific skills.
(C) influencing temperamental factors such as emotional reactivity and energy levels.
(D) creating memories of past events.

188. Which of the following is an example of an effector?
(A) A rod cell in the retina.
(B) A taste bud on the tongue.
(C) A neuron in the cerebral cortex.
(D) The bicep muscle in the arm.

189. The study of how people acquire, store, and process information is central to the scope of:
(A) Foundational Cognitive Psychology.
(B) Early Behavioral Behaviorism.
(C) Traditional Freud Psychoanalysis.
(D) Modern Humanistic Psychology.

190. A primary advantage of the interview method compared to a questionnaire is that it:
(A) is less time consuming.
(B) allows the researcher to clarify questions and probe for more detailed answers.
(C) eliminates the risk of interviewer bias.
(D) is better for ensuring anonymity.

191. Arrange the following levels of analysis in psychology, from the most microscopic (biological) to the most macroscopic (social):
1. Group-level influences
2. Brain systems and neurochemistry
3. Individual thoughts and feelings
(A) 2, 3, 1
(B) 1, 3, 2
(C) 3, 1, 2
(D) 2, 1, 3

192. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): A single gene is typically responsible for a complex psychological trait like intelligence or personality.
Reason (R): Complex psychological traits are polygenic, meaning they are influenced by the action of many genes in interaction with the environment.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

193. The analysis of diaries, letters, and public records for psychological data is an application of which method?
The analysis of diaries, letters, and public records for psychological data is an application of which method?
(A) Systematic content analysis
(B) Standardized survey method
(C) Controlled experimental method
(D) Direct observation method

194. The structure and function of skin sensations involve receptors for all of the following EXCEPT:
(A) sensory pressure
(B) visual light
(C) acute pain
(D) variable temperature

195. The nature of Indian Psychology is often described as holistic because it:
(A) focuses only on behavior and ignores the mind.
(B) rejects any form of empirical investigation.
(C) considers the interplay of body, mind, and consciousness.
(D) is based solely on Western psychological

Click Here to Buy book on Amazon

models.

196. Consider the following statements regarding receptors and effectors:
Statement I: The primary function of a receptor is to execute a response.
Statement II: The primary function of an effector is to detect a stimulus.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

197. A key similarity between the interview and questionnaire methods is that both:
(A) rely on self-report data from participants.
(B) involve the manipulation of an independent variable.
(C) are forms of naturalistic observation.
(D) provide in-depth information about a single individual.

198. The role of hormones in physical growth, such as the release of growth hormone from the pituitary gland, is a topic within:
(A) interactive social psychology
(B) foundational physiological psychology
(C) cognitive research psychology
(D) ethno-cultural psychology

199. Match List I with List II regarding branches of psychology and their scope/application and select the correct answer using the codes given below.
List I: (Branch of Psychology)
P. Health Psychology
Q. Educational Psychology
R. Industrial-Organizational Psychology
S. Forensic Psychology
List II: (Scope/Application)
1. Applying psychology to the legal system
2. Improving workplace productivity and personnel selection
3. Understanding how people learn and creating better teaching methods
4. Studying psychological factors in illness and promoting wellness
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-4, Q-2, R-3, S-1
(D) P-3, Q-4, R-1, S-2

200. The part of the eye that contains the highest concentration of cones and is responsible for sharp, detailed vision is the:
(A) Opening pupil.
(B) Central fovea.
(C) Outer sclera.
(D) Optic nerve.

201. The fact that psychology studies topics like neurotransmitters and brain function shows its relationship with the _____ sciences, while its study of topics like group conformity shows its relationship with the _____ sciences.
(A) social; natural
(B) natural; social
(C) formal; applied
(D) applied; formal

202. Which of the following is a correct identification of a psychological method?
(A) Content Analysis: Systematically examining and coding media for specific themes.
(B) Case study: Manipulating a variable to see its effect on a large group.
(C) Survey: Conducting a long-term, in-depth analysis of one person.
(D) Experiment: Observing behavior in a natural setting without intervention.

203. A researcher studies the hereditary basis of shyness by comparing the similarity of the trait in identical versus fraternal twins. This research falls under the study of:
This research falls under the study of:
(A) the role of hormones.
(B) effector mechanisms.
(C) the genetic basis of behavior.
(D) receptor mechanisms.

204. Consider the following statements about sensory systems:
1. The auditory system uses photoreceptors to detect sound.
2. The visual system transduces light energy into neural signals.
3. The skin contains mechanoreceptors for the sensation of pressure.
Which of the statements given above are correct?
(A) 1 and 2 only

NODIA

(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

205. The primary purpose of an unstructured interview is to:
(A) ensure that all participants answer the exact same questions.
(B) gather quantitative data from a large sample.
(C) allow for flexibility and exploration of topics as they arise.
(D) eliminate the influence of the interviewer.

206. Indian Psychology's approach to personality development can be best described as:
(A) modern reductionistic
(B) spiritual transformational
(C) linear mechanistic
(D) fixed deterministic

207. A muscle fiber contracting is an example of an _____, while a retinal rod detecting light is an example of a _____.
(A) receptor; effector
(B) adjustor; receptor
(C) effector; adjustor
(D) effector; receptor

208. The main difference between sensation and perception is that sensation is about _____, while perception is about _____.
(A) detection; interpretation
(B) interpretation; detection
(C) response; stimulus
(D) stimulus; response

209. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The scope of psychology is very broad.
Reason (R): It encompasses the study of behavior and mental processes from biological, psychological, and socio-cultural perspectives.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

210. The role of hormones like testosterone and estrogen in the development of secondary sex characteristics is an example of their influence on:
(A) short-term emotional activity.
(B) longitudinal physical growth.
(C) immediate behavioral responses.
(D) sensory perception modality.

211. Which method would be least effective for determining the cause of a behavior?
(A) Experimental method
(B) A controlled laboratory experiment
(C) Direct observation method
(D) An experiment with a control group

212. The historical development of psychology as a formal science began with:
(A) philosophical Greek writings
(B) psychoanalytic Freud theory
(C) Indian psychological concepts
(D) laboratory systematic study

213. The tympanic membrane, ossicles, and cochlea are all key structures for:
(A) auditory sensation
(B) visual sensation
(C) skin sensation
(D) olfactory sensation

214. Which statement about the genetic basis of behavior is most accurate?
(A) A single "behavior gene" determines each action.
(B) Genes create predispositions, which are then shaped by environmental factors.
(C) Experience and learning are irrelevant; behavior is purely genetic.
(D) The genetic basis of behavior is studied through questionnaires and interviews.

215. The nature of psychology as an empirical science means that its knowledge is acquired through:
(A) logical reasoning alone.
(B) intuition and insight.
(C) observation and experimentation.
(D) accepting the word of authorities.

216. Consider the following statements regarding psychological research:
Statement I: In an experiment, the variable

Downloaded from www.pdf.tube

that is manipulated by the researcher is the dependent variable.
Statement II: The clinical or case study method allows for high generalizability of findings.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

217. The function of the central nervous system as an "adjustor" is to:
(A) detect external energy.
(B) produce a physical response.
(C) secrete hormones into the bloodstream.
(D) integrate sensory input and coordinate a response.

218. The scope of Indian Psychology in personality development focuses on concepts like 'Samskaras' and 'Gunas' to explain:
(A) individual differences and predispositions.
(B) stimulus-response learning.
(C) information processing capacity.
(D) social learning mechanisms.

219. The part of the ear that contains the fluid-filled structure with hair cells for hearing is the:
(A) Pinna outer ear.
(B) Cochlea inner ear.
(C) Ossicle middle ear.
(D) Tympanic eardrum area.

220. The use of a questionnaire to measure attitudes is an example of which study method?
(A) Controlled experimental
(B) Systematic observational
(C) Descriptive survey
(D) Intensive case study

221. Match List I with List II regarding biological terms and examples and select the correct answer using the codes given below.
List I: (Biological Term)
P. Receptor
Q. Effector
R. Adjustor
S. Gene
List II: (Example)
1. Brain
2. Muscle
3. Unit of DNA
4. Rod cell in retina
Codes:
(A) P-4, Q-2, R-1, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-4, R-3, S-1

NODIA

222. The relationship of psychology with the natural sciences is most strongly demonstrated through the field of:
(A) interactional social psychology
(B) foundational physiological psychology
(C) interpretive cultural psychology
(D) legal forensic psychology

223. What is a primary disadvantage of the survey method?
(A) It cannot be used to study attitudes or opinions.
(B) The data collected is often too deep and complex to analyze.
(C) The accuracy of data depends on the honesty and awareness of the respondents.
(D) It is difficult to administer to large groups of people.

224. Hormones can influence personality by affecting:
(A) the specific language an individual learns.
(B) the political beliefs an individual holds.
(C) an individual's mathematical abilities directly.
(D) an individual's level of emotional reactivity and mood.

225. Consider the following statements about the scientific method in psychology:
1. It involves formulating a testable hypothesis.
2. It relies on the systematic collection of data.
3. Its goal is to provide subjective interpretations rather than objective facts.
Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

226. The hair cells in the cochlea are what kind of receptors?
(A) Visual photoreceptors
(B) Sensory mechanoreceptors

(C) Metabolic chemoreceptors
(D) Ambient thermoreceptors

227. The concept that personality development in Indian Psychology involves transcending the ego aligns with its focus on:
(A) social adjustment.
(B) career advancement.
(C) spiritual growth.
(D) intellectual prowess.

228. Which method involves a systematic examination of existing records or communications, such as patient files or media broadcasts?
(A) Controlled experiment
(B) Descriptive survey
(C) Personal interview
(D) Content analysis

229. Which of the following is NOT an example of an effector?
(A) A neuron in the optic nerve.
(B) The salivary gland.
(C) The heart muscle.
(D) The adrenal gland.

230. The scope of psychology as a science is concerned with:
(A) only abnormal behavior.
(B) behavior and mental processes.
(C) only human behavior.
(D) only social behavior.

231. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The 'nature' of Indian Psychology is often considered more holistic than traditional Western psychology.
Reason (R): It integrates the study of mind, body, consciousness, and spirituality, often drawing from philosophical and contemplative traditions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

232. The 'nature versus nurture' debate is most relevant to which topic in psychological studies?
(A) Specific study methods
(B) Internal auditory system
(C) Systematic content analysis
(D) Inherited genetic basis

233. The primary function of rods in the retina is:
(A) vision in dim light.
(B) vivid color vision.
(C) focusing the image.
(D) detecting fine detail.

234. A psychologist asks participants to fill out a form with questions about their study habits. This is an example of the:
This is an example of the:
(A) direct observation method.
(B) structured questionnaire method.
(C) controlled experimental method.
(D) intensive case study method.

235. The link between psychology and sociology is best exemplified by the field of:
(A) Foundational Physiological Psychology.
(B) Biological Neuropsychology.
(C) Systematic Social Psychology.
(D) Evolutionary Biopsychology.

236. The biological mechanism responsible for executing a command from the central nervous system is the:
(A) Sensory receptor.
(B) Central adjustor.
(C) Incoming sensory neuron.
(D) Behavioral somatic effector.

237. The historical perspective on Indian Psychology emphasizes its origins in:
(A) ancient texts like the Vedas, Upanishads, and Yoga Sutras.
(B) behaviorist laboratories in the US.
(C) psychoanalytic clinics in Europe.
(D) the cognitive revolution of the 1950s.

238. Which of the following study methods offers the highest level of control over variables?
(A) Direct naturalistic observation
(B) Controlled scientific experiment
(C) Longitudinal intensive case study
(D) Broad descriptive survey

Click Here to Buy book on Amazon

239. The sensation of skin being touched or displaced is detected by:
(A) Somatic nociceptors.
(B) Ambient thermoreceptors.
(C) Tactile mechanoreceptors.
(D) Visual photoreceptors.

240. The endocrine system's influence on emotional activity is a key part of the study of:
(A) social cognition.
(B) linguistic relativity.
(C) learning theories.
(D) biological foundations of behavior.

241. Consider the following statements about psychology's nature and scope:
1. Psychology is considered a science because it uses empirical methods.
2. The scope of psychology is limited to only treating mental disorders.
3. Psychology has strong relationships with both natural and social sciences.

Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

242. In a research interview, if the researcher asks clarifying questions like "Could you tell me more about that?", it is likely a(n):
In a research interview, if the researcher asks clarifying questions like "Could you tell me more about that?", it is likely a(n):
(A) fixed structured interview.
(B) flexible unstructured interview.
(C) standardized questionnaire.
(D) systematic content analysis.

243. The process by which the lens of the eye changes shape to focus on near or far objects is called:
(A) neural transduction.
(B) sensory adaptation.
(C) visual accommodation.
(D) light refraction.

244. The idea that personality is influenced by the balance of three fundamental qualities or 'gunas' (sattva, rajas, tamas) is a concept from:
(A) Traditional Freud psychoanalysis.
(B) Behaviorist Skinner behaviorism.
(C) Modern humanistic psychology.
(D) Foundational Indian Psychology.

245. The study of how the nervous system, hormones, and genetics influence behavior falls under:
(A) the biological foundations of behavior.
(B) the social foundations of behavior.
(C) the cultural foundations of behavior.
(D) the historical foundations of behavior.

246. Consider the following statements regarding psychological research methods:
Statement I: The experimental method is primarily used to describe behavior in its natural setting without any manipulation.
Statement II: The observation method allows a researcher to determine the cause-and-effect relationship between variables.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

247. Glands are considered effectors because they:
(A) detect external stimuli.
(B) process sensory information.
(C) carry internal genetic information.
(D) produce a response through secretion.

248. The study of how attitudes are formed and changed is a central topic within the scope of:
(A) Interactional Social Psychology.
(B) Foundational Physiological Psychology.
(C) Basic Sensation and Perception.
(D) Traditional Indian Psychology.

249. The receptors for auditory sensation are located in the:
(A) Retinal area.
(B) Olfactory bulb.
(C) Internal cochlea.
(D) Outer epidermis.

250. A major strength of the case study method is that it:
(A) allows for broad generalizations.
(B) provides a great deal of in-depth information.
(C) is quick and inexpensive to conduct.
(D) is free from researcher bias.

NODIA

251. Match List I with List II regarding sensory receptors and sensations and select the correct answer using the codes given below.
List I: (Sensory Receptor)
P. Rods and Cones
Q. Hair Cells
R. Mechanoreceptors
S. Thermoreceptors
List II: (Sensation)
1. Audition
2. Vision
3. Temperature
4. Touch/Pressure
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-1, R-4, S-2

252. The "genetic basis of behavior" explores the extent to which psychological characteristics are:
(A) purely learned.
(B) culturally determined.
(C) purely situational.
(D) biologically heritable.

253. Which of the following is a role of hormones?
(A) Influencing emotional activity and personality development.
(B) Transmitting fast electrical signals between neurons.
(C) Directly causing specific complex behaviors like language.
(D) Acting as the primary receptors for vision and hearing.

254. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): Psychology is a social science.
Reason (R): Psychology is also a natural science.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

255. A psychologist studying the development of morality from childhood to adulthood is working within the scope of:
(A) Organizational Industrial Psychology.
(B) Foundational Physiological Psychology.
(C) Longitudinal Developmental Psychology.
(D) Traditional Indian Psychology.

256. What distinguishes an experiment from a survey?
(A) The experiment involves direct observation, while the survey does not.
(B) The survey is more scientific than the experiment.
(C) The survey is used for individuals, while the experiment is used for groups.
(D) The experiment involves manipulating a variable, while the survey measures existing attitudes or behaviors.

257. The brain and spinal cord together constitute the primary:
(A) adjustor mechanism.
(B) receptor mechanism.
(C) effector mechanism.
(D) hormonal mechanism.

258. The concept of 'self-realization' as the goal of personality development is a key theme in:
(A) Behavioral Skinnerism.
(B) Traditional Indian Psychology.
(C) Cognitivist Information processing.
(D) Psychoanalytic Freudiansm.

NODIA

259. The function of the iris in the eye is to:
(A) focus light on the retina.
(B) convert light into neural signals.
(C) regulate the amount of light entering the eye.
(D) provide the eye with nutrients.

260. A study that collects data from a large, nationally representative sample of adults about their happiness levels is an example of the:
A study that collects data from a large, nationally representative sample of adults about their happiness levels is an example of the:
(A) intensive case study.
(B) controlled experiment.
(C) systematic content analysis.
(D) descriptive survey method.

261. Consider the following statements about the methods of psychology:
1. The case study method provides rich qualitative data but has low generalizability.
2. The experimental method is used to explore cause-and-effect relationships.
3. The survey method is efficient for collecting data from large populations.

Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

262. The biological foundations of behavior emphasize that psychological phenomena are rooted in:
(A) purely social interactions.
(B) physiological and genetic processes.
(C) philosophical principles.
(D) historical and cultural contexts.

263. The function of the auditory nerve is to transmit signals from the _____ to the _____.
(A) eye; brain
(B) skin; spinal cord
(C) cochlea; brain
(D) brain; muscles

264. Psychology's status as a science is based on its use of:
(A) logic and reason alone.
(B) introspection and subjective experience.
(C) tradition and historical precedent.
(D) systematic observation and measurement.

265. The role of hormones in personality development suggests that temperament may be influenced by:
(A) the endocrine system.
(B) the ear structure.
(C) linguistic ability.
(D) macro economic status.

266. Which of the following correctly pairs a study method with a major limitation?
(A) Experiment - Cannot determine causality.
(B) Survey - Responses may be inaccurate or biased.
(C) Case Study - Can be easily generalized to all people.
(D) Observation - Involves manipulation of variables.

267. The central nervous system acts as the 'adjustor' by:
(A) detecting external stimuli.
(B) executing motor commands.
(C) secreting hormones that regulate growth.
(D) integrating information between sensory input and motor output.

268. The history of Indian Psychology is characterized by its focus on:
(A) consciousness, the self, and methods of self-realization.
(B) observable behavior only.
(C) information processing models.
(D) the treatment of severe psychopathology.

269. The receptors for the sense of touch, pressure, and temperature are located in the:
(A) Inner retina.
(B) Internal cochlea.
(C) Somatic skin.
(D) Central hypothalamus.

270. Consider the following statements regarding the biological basis of behavior:
Statement I: Genes are the fundamental units of heredity.
Statement II: Hormones are chemical messengers that can influence behavior and emotions.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

271. Match List I with List II regarding concepts and their descriptions and select the correct answer using the codes given below.
List I: (Concept)
P. Nature of Psychology
Q. Scope of Psychology
R. Receptor Mechanism
S. Effector Mechanism
List II: (Description)
1. Muscles and glands
2. The range of topics and applications in the field
3. A sensory organ detecting a stimulus

Downloaded from www.pdf.tube

4. Its character as a scientific discipline

Codes:

(A) P-4, Q-2, R-3, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-4, R-1, S-3

272. A key limitation of the observation method is that:
(A) it cannot be used to study complex behaviors.
(B) it cannot be used to study behavior in a natural setting.
(C) it is the most effective method for determining cause and effect.
(D) the presence of the observer may alter the behavior being observed.

273. The part of the eye that has a blind spot because it contains no photoreceptors is the:
(A) Sensory optic disc.
(B) Central retinal fovea.
(C) Pigmented muscular iris.
(D) Crystalline eye lens.

274. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The survey method is an efficient way to gather data on the attitudes and opinions of a large population.
Reason (R): The survey method is the best method for establishing cause-and-effect relationships.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

275. The role of hormones in emotional activity is exemplified by the link between:
(A) systemic acetylcholine and muscular contraction.
(B) foundational dopamine and behavioral motor control.
(C) adrenal adrenaline and the flight response.
(D) brain serotonin and systemic sleep regulation.

276. The genetic basis of behavior is best described as the study of how:
(A) environment determines all behavior.
(B) genes directly cause specific, complex actions.
(C) hormones are passed from parent to child.
(D) heredity influences predispositions for certain behaviors and traits.

277. The focus of Indian Psychology on personality development as a process of spiritual unfolding makes its scope particularly relevant for:
(A) positive psychology and well-being.
(B) organizational behavior.
(C) marketing and advertising.
(D) artificial intelligence research.

278. Which method involves systematically recording what is seen, without manipulation?
Which method involves systematically recording what is seen, without manipulation?
(A) Controlled experimental method
(B) Systematic observation method
(C) Descriptive survey method
(D) Intensive clinical method

279. The transmission of sound from the outer ear to the inner ear involves which sequence of structures?
(A) Cochlea → Ossicles → Eardrum
(B) Eardrum → Cochlea → Ossicles
(C) Eardrum → Ossicles → Cochlea
(D) Ossicles → Eardrum → Cochlea

280. A psychologist who studies how people of different cultures define "intelligence" is examining the relationship between psychology and:
A psychologist who studies how people of different cultures define "intelligence" is examining the relationship between psychology and:
(A) foundational biology.
(B) theoretical physics.
(C) metabolic chemistry.
(D) cultural anthropology.

281. The term 'effector' refers to parts of the body that:
(A) carry out a response or action.
(B) receive sensory information.

NODIA

(C) process and integrate information.
(D) transmit information between generations.

282. The 'nature' of a science like psychology implies that it is:
(A) dogmatic and unchangeable.
(B) progressive and self-correcting.
(C) based on personal belief.
(D) independent of evidence.

283. Which of the following is a key feature of the content analysis method?
(A) Direct interaction with participants.
(B) Manipulation of an independent variable.
(C) Systematic analysis of existing communications.
(D) In-depth study of a single individual's history.

284. The function of the cones in the retina is primarily for:
(A) vision in low light.
(B) peripheral spatial vision.
(C) detecting sudden movement.
(D) color vision and detail.

285. In Indian Psychology, the development of personality is often seen as a movement from a state of ignorance (avidya) to a state of:
(A) self-knowledge and enlightenment.
(B) greater material wealth.
(C) social power.
(D) intellectual complexity.

286. Consider the following statements about the biological basis of behavior:
1. Receptors, adjustors, and effectors are the three key mechanisms in a response sequence.
2. Hormones influence emotions but have no role in physical growth.
3. The genetic basis of behavior suggests that traits are determined solely by DNA.

Which of the statements given above is/are correct?
(A) 1 only
(B) 2 only
(C) 1 and 3 only
(D) 2 and 3 only

287. Which of the following best represents the relationship between psychology and the natural sciences?
(A) Examining how social norms influence conformity.
(B) Analyzing the themes in a country's folklore.
(C) Investigating the effect of brain lesions on language ability.
(D) Studying the impact of parenting styles on child development.

288. Which research method would be most appropriate for an in-depth exploration of a rare psychological disorder in a single patient?
(A) Broad descriptive survey
(B) Controlled scientific experiment
(C) Systematic content analysis
(D) Clinical or case study

289. The role of hormones in personality development can be seen in the way that endocrine imbalances can be associated with changes in:
(A) mood, energy level, and stress response.
(B) basic language skills.
(C) complex mathematical ability.
(D) specific political affiliation.

290. The following question consists of two statements—an Assertion (A) and a Reason (R). Answer the question by selecting the appropriate option.
Assertion (A): The central nervous system acts as the adjustor mechanism in behavior.
Reason (R): It receives sensory information, processes it, and coordinates an appropriate response to be carried out by the effectors.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

291. Which of the following is a primary type of skin sensation?
(A) Vestibular kinesthesis
(B) Olfactory detection
(C) Somatic pain detection
(D) Auditory pitch detection

292. The scope of psychology includes:

Click Here to Buy book on Amazon

(A) only basic research.
(B) only applied research.
(C) only the study of abnormal behavior.
(D) both basic research and the application of research to solve problems.

293. The genetic basis of behavior is studied in a field known as:
(A) systematic behavior genetics
(B) interactional social psychology
(C) theoretical cognitive science
(D) therapeutic clinical psychology

294. In the process of hearing, the function of the cochlea is to:
(A) amplify sound waves.
(B) transduce mechanical vibrations into nerve impulses.
(C) funnel sound into the ear canal.
(D) transmit signals to the muscles of the head.

295. The nature of psychology as a science requires that its theories be:
(A) based on common sense.
(B) accepted on faith.
(C) supported by empirical evidence.
(D) derived from philosophical arguments.

296. Consider the following statements regarding the relationship between psychology and other sciences:
Statement I: Psychology has no relationship with social sciences like sociology.
Statement II: Psychology has a strong relationship with natural sciences like biology.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

297. A key difference between receptor and effector mechanisms is their:
(A) role in the stimulus-response sequence.
(B) location in the body.
(C) chemical composition.
(D) genetic origin.

298. The historical view of Indian Psychology suggests that it is primarily concerned with understanding:
(A) basic market behavior.
(B) the nature of consciousness.
(C) interactive political dynamics.
(D) simple animal learning.

299. In an experiment, the group that does not receive the treatment or manipulation is called the:
(A) intensive experimental group
(B) descriptive survey group
(C) scientific control group
(D) detailed case study group

300. The structure in the eye that controls the size of the pupil, and thus the amount of light entering, is the:
(A) Inner retina.
(B) Outer cornea.
(C) Focused lens.
(D) Muscular iris.

NODIA

www.nodia.in

ANSWERS

1. (B) The systematic and empirical study of behavior and mental processes.
Psychology is defined as a science because it utilizes systematic, empirical research methods to investigate human and animal behavior along with underlying mental processes. This scientific approach ensures that findings are based on objective evidence rather than mere speculation. It seeks to understand, explain, and predict behavior through rigorous data collection and the testing of various research hypotheses.

2. (D) Statement I is false, but Statement II is true.
The scope of psychology extends far beyond mental illness, encompassing all aspects of human experience across various life stages. It maintains a deep relationship with natural sciences because behavior is rooted in biological functions. Research in the field often explores how physiological processes in the brain and nervous system influence mental states and various types of observable human actions.

3. (C) Clinical or case study method
The clinical or case study method involves an intensive, detailed investigation of a specific individual, a small group, or a unique event. This qualitative approach allows researchers to gather comprehensive data from multiple sources like interviews and records. It is particularly valuable for studying rare phenomena or complex psychological conditions that cannot be replicated easily in controlled laboratory settings.

4. (D) detect stimuli from the internal or external environment.
Receptor mechanisms are specialized cells designed to detect specific forms of physical energy from both the internal and external environments. They act as the primary interface between an organism and its surroundings by sensing stimuli like light or pressure. This detection process is the essential first step in the sensory chain that eventually leads to various behavioral responses.

5. (C) Psychology is exclusively a social science with no ties to natural sciences.
Psychology is not exclusively a social science; it is a multi-dimensional field with strong foundations in natural sciences like biology. It integrates diverse perspectives to study the biological underpinnings of behavior alongside social influences. By utilizing scientific methodologies, it explores how neurochemistry and genetic factors interact with the environment to shape the complex totality of the human experience.

6. (B) Standardized survey method
The survey method is the most efficient research tool for gathering information from a large, diverse population regarding their attitudes or opinions. It typically involves using standardized questionnaires to collect self-reported data. This approach allows researchers to obtain a representative sample and generalize findings to the broader group within a relatively short timeframe compared to intensive longitudinal study methods.

7. (A) P-4, Q-2, R-1, S-3
Biological foundations of behavior involve a sequence where receptors detect stimuli, while adjustors in the central nervous system process this information. Effectors, consisting of muscles and glands, execute the actual reaction. Additionally, hormones act as vital chemical messengers that circulate through the bloodstream to regulate long-term physiological processes, personality development, and various types of stable emotional states.

8. (A) Inherited genes and chromosomal makeup
The genetic basis of behavior examines how inherited biological material, specifically genes, influences an individual's psychological traits and actions. This field explores the hereditary transmission of characteristics from parents to offspring. It investigates how the unique genetic blueprint provides a foundation for the development of the nervous system and influences various behavioral predispositions that emerge during an individual's growth.

Downloaded from www.pdf.tube

9. (C) Sensory balance
Skin sensations are categorized into primary modalities that include touch, pressure, pain, and temperature. Sensory balance, which is managed by the vestibular system in the inner ear, is not considered a primary cutaneous sensation. Receptors for touch and temperature are distributed throughout the skin to detect external stimuli and transmit this vital information to the central nervous system.

10. (A) Both A and R are true and R is the correct explanation of A.
Psychology qualifies as a science because it adheres to the principles of systematic observation and empirical experimentation to gather data. This methodology allows researchers to test hypotheses based on objective evidence rather than subjective intuition. By employing rigorous scientific protocols, the discipline ensures that its theories are falsifiable and grounded in verifiable facts about behavior and mental processes.

11. (D) individual personality development
Indian Psychology applies ancient philosophical wisdom to modern psychological concerns, with a specific focus on individual personality development. It emphasizes the holistic growth of the self through various layers of existence. This approach seeks to enhance human potential and well-being by integrating spiritual, mental, and physical aspects, offering a unique perspective compared to traditional Western psychological theoretical frameworks.

12. (B) Direct verbal interaction between the researcher and the participant.
The interview method is a qualitative research tool characterized by direct verbal interaction between a researcher and a participant. This face-to-face or voice-to-voice communication allows the investigator to gather detailed information about an individual's experiences, attitudes, and motivations. It provides a level of depth and flexibility that is often difficult to achieve through standardized written questionnaires or observation.

13. (B) 2 and 3 only
The experimental method is a rigorous research design that allows scientists to establish cause-and-effect relationships between variables. It involves the systematic manipulation of an independent variable to observe its specific impact on a dependent variable. This method requires strictly controlled conditions to minimize the influence of extraneous factors, making it the most powerful tool for scientific inquiry in psychology.

14. (D) Light sensitive retina
The retina is the innermost layer of the eye containing specialized photoreceptor cells known as rods and cones. These receptors are responsible for capturing light energy and converting it into electrochemical signals through a process called transduction. These neural impulses are then transmitted via the optic nerve to the brain, where they are interpreted as visual images and perceptions.

15. (A) muscles and glands.
Effector mechanisms are the physical components of the body that execute a response following the processing of sensory information. These primarily include muscles, which produce observable movements, and glands, which secrete hormones or other substances. Together, they allow an organism to interact with its environment and maintain internal homeostasis based on the commands issued by the central nervous system.

16. (B) They are overlapping fields, with psychology focusing on individual behavior and sociology on group behavior.
Psychology and sociology are distinct yet closely related social sciences that share an overlapping interest in human behavior. While psychology primarily focuses on the mental processes and actions of individuals, sociology examines behavior within the context of groups, institutions, and society. Social psychology serves as a bridge between these fields, exploring how social environments influence individual thought and action.

17. (B) Systematic content analysis
Content analysis is a research technique used to objectively and systematically describe the content of communication. By analyzing specific themes, words, or concepts within speeches, texts, or media, researchers can identify patterns and trends. This method is particularly effective

NODIA

for studying the psychological characteristics of individuals based on their written or spoken records without requiring direct interaction with the subject.

18. (A) Hormones play a role in regulating emotional activity and personality development.
Hormones are chemical messengers secreted by endocrine glands that circulate throughout the body to regulate various physiological and psychological functions. They play a significant role in modulating emotional states, stress responses, and long-term personality development. By influencing brain chemistry and metabolic rates, hormones contribute to the stable individual differences observed in temperament and behavioral tendencies across the entire human lifespan.

19. (C) Auditory modality
The sensation of sound is processed through the auditory modality, which is a specialized sensory system designed to detect variations in air pressure. Sound waves are captured by the outer ear, amplified by the middle ear ossicles, and finally converted into neural impulses within the cochlea. These signals are then transmitted to the brain for processing and auditory perception.

20. (A) 4, 1, 2, 3
A typical experimental study follows a logical sequence starting with the identification of a specific research problem. Once the problem is defined, the researcher formulates a testable hypothesis. This is followed by the systematic collection of data through experimentation. Finally, the gathered data is analyzed to draw valid conclusions, which either support or refute the original research hypothesis.

21. (D) objective evidence and empirical data.
As a scientific discipline, psychology relies on conclusions derived from objective evidence and empirical data gathered through systematic research. This approach distinguishes it from philosophical speculation or common sense, which may lack verifiable support. By using standardized methods of observation and measurement, psychologists ensure that their findings are reliable, replicable, and grounded in the actual facts of behavior.

22. (C) central nervous system integrating information and deciding on a response.
The adjustor mechanism consists of the central nervous system, which includes the brain and spinal cord. Its primary role is to integrate incoming sensory information from receptors and coordinate an appropriate behavioral response. By processing these signals, the adjustor makes decisions and transmits commands to the effectors, ensuring that the organism reacts effectively to internal and external environmental changes.

23. (B) Case study - High generalizability to the population.
Each research method in psychology has specific advantages and limitations. While the case study method provides rich, in-depth information about a single individual, its findings cannot be easily generalized to the broader population due to the unique characteristics of the subject. In contrast, experiments are designed to establish causality, surveys gather large-scale data, and naturalistic observation records behavior as it occurs.

24. (A) Both A and R are true and R is the correct explanation of A.
Hormones secreted by the endocrine system are fundamental to personality development because they regulate emotional responses and metabolic processes. These chemical messengers influence an individual's temperament and energy levels over long periods. Because stable emotional patterns contribute to the formation of personality traits, the functioning of endocrine glands is a critical biological factor in understanding how consistent behavioral tendencies develop.

25. (C) Internal cochlea system
The cochlea is a fluid-filled, snail-shaped structure located in the inner ear that contains the primary receptors for hearing, known as hair cells. These specialized mechanoreceptors are responsible for transducing mechanical sound vibrations into electrochemical signals. Once these signals are generated, they are sent to the brain via the auditory nerve, where they are interpreted as distinct sounds.

Click Here to Buy book on Amazon

26. (A) integrative, considering the development of the self through various sheaths or koshas.
Indian Psychology offers an integrative perspective on personality development, viewing the individual as a multi-layered being. It describes the self as unfolding through various sheaths or koshas, ranging from the physical body to the blissful core of consciousness. This holistic approach emphasizes the importance of balancing these different layers to achieve a state of harmony, self-realization, and psychological well-being.

27. (D) Controlled experimental method
The controlled experimental method is used when a researcher manipulates an independent variable, such as a drug, to observe its effect on a dependent variable, like memory performance. By using a control group that receives a placebo, the researcher can determine if the drug specifically causes changes in behavior. This structured approach is essential for establishing definitive cause-and-effect relationships.

28. (C) Statement I is true, but Statement II is false.
The questionnaire method is a widely used form of self-report data collection where participants provide information about their own thoughts and behaviors. Contrary to the idea that it is difficult to administer, one of its greatest advantages is the ability to gather data from very large groups of people efficiently. This makes it a highly cost-effective and practical research tool.

29. (A) Biological chromosomes
Biological chromosomes are the structures within cells that contain an organism's genetic material, serving as the blueprint for development. They carry genes, which are specific segments of DNA that influence physical and psychological traits. This genetic information is passed from parents to offspring, providing the foundational instructions for the growth of the nervous system and various behavioral predispositions.

30. (D) the analysis of social structures and institutions.
The scope of psychology is broad, encompassing the study of animal behavior, cognitive processes, and mental health applications. However, the analysis of large-scale social structures and institutions is primarily the focus of sociology. While psychologists study how individuals are influenced by their social environment, the systematic study of society itself falls outside the primary discipline of psychological science.

31. (B) P-1, Q-2, R-3, S-4
Psychological research utilizes diverse methods tailored to specific goals. Experiments involve the manipulation of variables to test causality, while surveys are used to assess the attitudes of large populations. Content analysis focuses on the systematic study of communication and media. Finally, the case study method provides an intensive, in-depth investigation of a single individual to understand unique psychological phenomena.

32. (B) Neural transduction
Neural transduction is the fundamental biological process by which sensory receptors convert physical energy from the environment into electrochemical signals. For example, light waves in the eye or sound vibrations in the ear are transformed into neural impulses that the brain can interpret. This process is essential for all sensory experiences, as the nervous system can only process electrical information.

33. (C) A framework that seeks to understand consciousness and human potential from an experiential perspective.
Indian Psychology is a unique framework that prioritizes the exploration of consciousness and human potential. It emphasizes an experiential perspective, drawing from ancient traditions to understand the nature of the self. Unlike Western models that often focus on behavior or dysfunction, this approach seeks to enhance well-being and self-realization through a holistic understanding of the mind-body-spirit connection and experience.

34. (D) how brain structures and neurochemistry affect mental processes.
The relationship between psychology and biology is explored through the study of the physiological foundations of behavior. This research focuses on how brain structures, the nervous system, and neurochemistry influence mental processes such as emotion, memory, and perception. By understanding these biological underpinnings, psychologists can better explain the physical

Downloaded from www.pdf.tube

mechanisms that drive human thought and action in various contexts.

35. (C) 2 and 3 only
Biological mechanisms of behavior involve distinct components with specific roles. Receptors are responsible for detecting stimuli, not initiating responses. Effectors, which include muscles and glands, are the organs that actually execute behavioral reactions. The adjustor mechanism refers to the central nervous system, which processes incoming sensory information and coordinates the appropriate output to be carried out by the effectors.

36. (B) A leg muscle contracting to kick a ball.
An effector is a muscle or gland that produces a physical response based on signals from the nervous system. A leg muscle contracting to kick a ball is a perfect example of an effector in action, as it executes a motor command. In contrast, receptors like rods and cones detect stimuli, and the brain acts as the adjustor that processes information.

37. (C) low potential for generalizability.
A significant limitation of the case study method is its low potential for generalizability. Because this method focuses on the intensive study of a single individual or a small, unique group, the findings may not apply to the broader population. While it provides rich and detailed insights into specific cases, researchers must be cautious about applying these conclusions to others.

38. (B) Primary skin sensations
The sensations of pressure, temperature, and pain are collectively classified as primary skin sensations or cutaneous senses. These are detected by various specialized receptors distributed throughout the skin. These receptors transmit information about external physical contact and environmental conditions to the brain, allowing for the perception of touch and the detection of potentially harmful stimuli in the surroundings.

39. (C) ancient philosophical and spiritual texts of India.
The history of Indian Psychology is deeply rooted in the ancient philosophical and spiritual texts of India, such as the Vedas and Upanishads. These traditions have explored the nature of the mind, consciousness, and self for millennia. This rich heritage provides a foundational framework for understanding psychological concepts from a holistic and experiential perspective, distinct from modern Western psychological developments.

40. (A) Both A and R are true and R is the correct explanation of A.
The experimental method is the most powerful tool for determining cause-effect relationships because it allows for the systematic manipulation of an independent variable. By controlling extraneous variables, researchers can isolate the specific cause of a behavioral change. This rigorous control provides clear evidence that the observed effect is directly resulting from the manipulated variable, ensuring high internal validity.

NODIA

41. (A) Auditory system - Air pressure variations
Each sensory system is designed to respond to a specific type of physical stimulus. The auditory system detects variations in air pressure, which we perceive as sound waves. In contrast, the visual system responds to electromagnetic light waves, and skin sensations result from mechanical pressure or temperature changes. Correctly identifying these stimulus-receptor pairs is fundamental to understanding how we sense the world.

42. (C) Biological foundations of behavior
The influence of hormones on physical growth and development is a central topic within the study of the biological foundations of behavior. This area examines how the endocrine system interacts with the nervous system to shape human characteristics. By studying these chemical messengers, researchers gain insight into the physiological processes that drive growth, maturation, and various aspects of psychological functioning.

43. (B) predetermined and asked in a fixed order.
In a structured interview, the researcher follows a rigid protocol where questions are predetermined and asked in a specific, fixed order. This standardization ensures consistency across different participants, making it easier to compare responses and analyze data quantitatively. This approach minimizes interviewer bias and is often

used in surveys or clinical assessments where uniformity is required for reliable data collection.

44. (A) 2, 4, 1, 3
Light travels through the eye in a specific sequence to reach the sensory receptors. It first passes through the protective cornea, then enters through the pupil. After passing through the lens, which focuses the light, it finally reaches the retina at the back of the eye. The retina contains the photoreceptors that convert the light energy into neural signals for processing.

45. (D) Human Physiology
Psychology's relationship with the natural sciences is most clearly demonstrated through its connection with human physiology. This interdisciplinary link focuses on how the structures and functions of the body, particularly the brain and nervous system, underlie behavior and mental processes. By studying physiological mechanisms, psychologists can explain the biological basis for various psychological phenomena like perception, emotion, and cognitive learning.

46. (B) Behavior is determined solely by genes, with no environmental influence.
It is incorrect to claim that behavior is determined solely by genes. Modern psychology recognizes that behavior results from a complex interplay between genetic predispositions and environmental influences. While genes provide the biological blueprint for the nervous system, the environment shapes how these traits are expressed. Both nature and nurture are essential factors in understanding the development of human personality and behavior.

47. (B) gather information from respondents through a set of written questions.
The primary purpose of a questionnaire is to collect information from a sample of respondents through a standardized set of written questions. This method allows researchers to gather data on attitudes, beliefs, and behaviors efficiently from large groups. Questionnaires are a versatile tool in descriptive research, providing a cost-effective way to obtain self-reported data for analysis and generalization to populations.

48. (D) Statement I is false, but Statement II is true.
Sensation is the initial process of detecting raw physical energy from the environment, while perception is the subsequent process of interpreting and organizing that information. The visual system utilizes specialized photoreceptors known as rods and cones to capture light energy. While Statement II accurately describes these receptors, Statement I incorrectly defines sensation using the characteristics that are actually associated with perception.

49. (A) The adrenal gland releasing adrenaline.
An effector mechanism is a muscle or gland that produces a response after receiving signals from the nervous system. The adrenal gland releasing adrenaline into the bloodstream is a classic example of a glandular effector at work. This response helps the body prepare for action in stressful situations. Other examples include muscles contracting to move limbs or salivary glands secreting fluid.

50. (C) broad, spanning from biological to social influences on behavior.
The scope of psychology is remarkably broad, as it investigates the human experience from multiple levels of analysis. It spans from the microscopic study of biological foundations, such as brain neurochemistry and genetics, to the macroscopic study of social and cultural influences on group behavior. This comprehensive approach allows the discipline to address complex questions about how individuals think, feel, and act.

51. (B) 2 and 3 only
Hormones serve as vital chemical messengers that regulate various long-term bodily processes, including physical growth and maturation. They also play a significant role in modulating emotional activity and behavioral states. However, they are not directly responsible for the rapid transmission of nerve impulses; that function is performed by neurons and neurotransmitters within the nervous system's specialized signaling network.

52. (D) The experimental method involves manipulation of variables, while observation does not.
The fundamental difference between the experimental and observation methods lies in the

Click Here to Buy book on Amazon

level of researcher intervention. In an experiment, the researcher systematically manipulates an independent variable to observe its effect on a dependent variable, allowing for causal conclusions. In contrast, the observation method involves recording behavior as it naturally occurs without any interference or manipulation of the variables involved.

53. (B) the study of the self (Atman) and consciousness as central themes.
Indian Psychology emphasizes the study of the self, often referred to as Atman, and the nature of consciousness as its central themes. This perspective seeks to understand human experience through a holistic and experiential lens, drawing from ancient philosophical traditions. It focuses on the potential for self-realization and the attainment of higher states of awareness, distinguishing it from Western psychological models.

54. (A) P-3, Q-4, R-1, S-2
Different sensory systems utilize specialized receptors to detect environmental energy. Vision relies on photoreceptors, while audition uses hair cells, which are a type of mechanoreceptor. The sensation of touch or pressure is detected by other mechanoreceptors in the skin, and temperature is sensed by thermoreceptors. These specialized cells are critical for converting various physical stimuli into neural signals for the brain.

55. (C) an interaction between heredity and environment.
The genetic basis of behavior suggests that psychological traits emerge from a dynamic interaction between heredity and environment. While genes provide a biological blueprint and predispositions, the environment influences how these traits are expressed and developed. This "nature via nurture" perspective recognizes that neither factor acts in isolation, but rather they work together to shape an individual's unique personality and actions.

56. (D) Pseudoscience astrological charting
Psychology utilizes established scientific methods to study behavior, including interviews, structured questionnaires, and content analysis. These techniques are grounded in empirical research and systematic observation. In contrast, astrological charting is considered a pseudoscience because it lacks empirical support and does not adhere to the rigorous standards of scientific inquiry that define the discipline of psychology and its various study methods.

NODIA

57. (C) A is true but R is false.
A case study provides deep and rich information about an individual, allowing for a comprehensive understanding of complex psychological phenomena. However, it is incorrect to say that findings from a single case study can be generalized to the entire population. Because the subject is unique, the conclusions may not apply to others, highlighting the trade-off between depth and generalizability in research.

58. (B) brain and spinal cord.
The adjustor mechanism in the biological foundations of behavior refers to the central nervous system, which is composed of the brain and spinal cord. This system is responsible for integrating sensory information from various receptors and coordinating an appropriate behavioral response. By processing these signals, the adjustor ensures that the organism reacts effectively to internal and external environmental changes through the effectors.

59. (C) amplify sound vibrations from the eardrum to the inner ear.
The auditory ossicles, consisting of the malleus, incus, and stapes, are located in the middle ear. Their primary function is to amplify the sound vibrations captured by the tympanic membrane and transmit them to the fluid-filled cochlea in the inner ear. This amplification is necessary for the efficient transduction of sound energy into neural signals by the cochlear hair cells.

60. (D) clinical or case study, because it is an in-depth investigation of one person.
The clinical or case study method is characterized by an intensive and in-depth investigation of a single individual. By gathering detailed information from multiple sources, such as parents, teachers, and records, the psychologist can develop a comprehensive understanding of the individual's specific situation. This approach is particularly useful for diagnosing and treating psychological issues like anxiety within a unique clinical context.

61. (A) the biological foundations of behavior.
The relationship between psychology and the natural sciences is most clearly seen in the study of the biological foundations of behavior. This area examines how physiological processes, brain structures, and genetics influence mental states and actions. By integrating biological principles, psychologists can explain the physical mechanisms that underlie various psychological phenomena, bridging the gap between life sciences and the study of behavior.

62. (B) It includes both basic research and applied fields.
A key aspect of the scope of psychology is its inclusion of both basic research and applied fields. Basic research focuses on expanding the fundamental knowledge of psychological processes like learning and memory. Applied psychology, on the other hand, utilizes these principles to solve real-world problems in areas such as mental health, education, and industry, demonstrating the discipline's practical relevance.

63. (B) 3, 1, 2
A typical stimulus-response event follows a specific biological sequence. It begins with the receptor mechanism detecting an environmental stimulus. This information is then sent to the adjustor mechanism, which processes the input and coordinates a response. Finally, the effector mechanism, such as a muscle or gland, carries out the physical action or secretion, completing the behavioral cycle of the organism.

64. (D) electromagnetic radiation (light).
Visual sensation involves the eye's ability to process electromagnetic radiation, which we perceive as light. Specialized photoreceptors in the retina, known as rods and cones, detect this light energy and convert it into neural signals. This complex process allows us to perceive various aspects of the environment, including color, shape, and movement, based on the physical properties of the light waves received.

65. (A) 2 only
Among the study methods listed, only the interview method is correctly described as a source of rich, qualitative data. Surveys are descriptive and cannot establish cause-effect relationships; that is the role of experiments. Additionally, case studies focus on a single individual or small group, not a large representative sample. Understanding these distinctions is crucial for selecting the appropriate methodology for psychological research.

66. (B) The study of how inherited biological material influences psychological characteristics.
The genetic basis of behavior refers to the study of how inherited biological material, such as genes and chromosomes, influences psychological characteristics and behavioral tendencies. This field investigates the hereditary transmission of traits from parents to offspring. It explores how our genetic makeup provides the biological foundation for the development of the nervous system and various predispositions that are shaped by experience.

67. (C) an individual's mood and emotional responses.
Hormones play a vital role in regulating emotional activity, meaning that fluctuations in their levels can significantly impact an individual's mood and emotional responses. For example, hormones like adrenaline are involved in the stress response, while others influence long-term stability in temperament. By modulating brain chemistry, the endocrine system contributes to the consistent patterns of feeling and behaving that define human personality.

68. (D) ancient Indian scriptures and traditions.
The history of Indian Psychology is deeply embedded in ancient Indian scriptures and traditions, such as the Vedas, Upanishads, and various philosophical systems. These ancient texts have explored the nature of consciousness, the self, and mental processes for thousands of years. This rich intellectual heritage provides a unique framework for understanding psychology that focuses on holistic well-being and spiritual self-realization.

69. (A) social desirability bias.
Social desirability bias is a significant challenge in survey research, occurring when participants provide responses they believe are socially acceptable rather than being completely truthful. This can distort data, especially on sensitive topics, as individuals may overreport positive

Downloaded from www.pdf.tube

behaviors and underreport negative ones. Researchers must design questionnaires and interview protocols carefully to minimize this bias and ensure the validity of the self-reported data.

70. (C) A is true but R is false.
The adjustor mechanism is indeed crucial for adaptive behavior, as it integrates sensory information and coordinates responses. However, it does not consist of effector organs like muscles and glands. Instead, the adjustor mechanism refers to the central nervous system, including the brain and spinal cord. Muscles and glands are effectors that execute the commands issued by the central adjustor during the behavioral sequence.

71. (C) empirical research and systematic observation.
The nature of psychology as a science means that its knowledge is advanced through empirical research and systematic observation. This approach involves gathering objective data and testing hypotheses through experimentation. By relying on verifiable evidence rather than intuition or tradition, psychologists can build a reliable understanding of human behavior and mental processes that is subject to revision based on new scientific discoveries.

72. (D) Statement I is false, but Statement II is true.
The interview method in psychology is not always unstructured; it can be highly structured with a fixed set of questions or semi-structured for more flexibility. On the other hand, content analysis is a versatile research method used to systematically analyze various forms of communication, including text and images. This allows researchers to identify patterns and themes in media and personal records objectively.

73. (B) P-2, Q-1, R-3, S-4
Endocrine glands secrete specific hormones that regulate various bodily functions. The adrenal glands are key to the "fight or flight" response, while the thyroid gland controls metabolism and energy. The pituitary gland is known as the "master gland" because it regulates growth and other glands. Finally, the gonads are responsible for the development of secondary sexual characteristics in individuals during maturation.

74. (D) Auditory modality
The tympanic membrane, commonly known as the eardrum, is a critical structure within the auditory modality. It vibrates in response to sound waves entering the ear canal. These vibrations are then transmitted through the middle ear ossicles to the inner ear, where they are eventually converted into neural signals. This initial mechanical response is essential for the process of hearing and sound perception.

NODIA

75. (C) spiritual self-realization and transcendence.
In its application to personality development, the scope of Indian Psychology often emphasizes concepts like spiritual self-realization and transcendence. This approach views growth as a journey toward higher states of consciousness and the discovery of the true self. Unlike purely behavioral or cognitive models, it incorporates holistic principles that address the mind-body-spirit connection, seeking to foster deep internal peace and personal fulfillment.

76. (B) It aims to study relationships by manipulating one variable to observe its effect on another.
A defining characteristic of the experimental method is its aim to establish cause-and-effect relationships by manipulating an independent variable. By observing the resulting changes in a dependent variable under controlled conditions, researchers can draw conclusions about causality. This level of control and manipulation distinguishes experiments from descriptive research methods like observation or surveys, making it a cornerstone of scientific psychology.

77. (C) controlling the production of proteins that affect the structure and function of the nervous system.
Genes influence behavior and personality by providing instructions for the synthesis of proteins. These proteins are fundamental to the development and functioning of the nervous system, including the structure of neurons and the production of neurotransmitters. While genes do not dictate specific actions, they create the biological framework and predispositions that interact with environmental experiences to shape human behavioral patterns.

78. (D) A cone cell in the retina of the eye.
A receptor is a specialized cell or organ designed to detect specific stimuli from the environment. A cone cell in the retina is a perfect example of a visual receptor, as it detects light and converts it into neural signals. In contrast, muscles and glands are effectors that execute responses, and neurons in the brain process the information received from these receptors.

79. (A) complementary, with psychology focusing on the individual and sociology on the group or society.
Psychology and sociology have a complementary relationship, as they both investigate human behavior but from different perspectives. Psychology focuses on the individual's mental processes and actions, while sociology examines the influence of groups, social structures, and institutions. Together, these disciplines provide a more comprehensive understanding of how individual thoughts and behaviors are shaped by and within the broader social context.

80. (A) 3, 2, 1, 4
The history of psychology followed a logical progression beginning with ancient philosophical inquiries into the mind. This was followed by the establishment of the first formal laboratory by Wilhelm Wundt in 1879, marking the birth of modern scientific psychology. Later, the field saw the rise of behaviorism, which focused on observable actions, and eventually, the cognitive revolution emerged to study mental processes.

81. (B) naturalistic observation.
Naturalistic observation involves recording behavior as it naturally occurs in a real-world setting without any researcher interference. By observing children at play in a preschool, the researcher can gather authentic data about their social interactions and behavioral patterns. This method provides high ecological validity, as it captures actions in their true context, although it does not allow for the establishment of causality.

82. (A) 1 only
The skin contains distinct specialized receptors for detecting pressure, pain, and temperature. However, "wetness" is not a primary sensation with its own receptor; it is a complex perception derived from the combination of pressure and temperature signals. Additionally, sensory receptors are not uniformly distributed; some areas of the body, like the fingertips, have a much higher density of receptors than others.

83. (C) foundational physiological psychology.
The study of how hormones affect personality and emotional states falls under the domain of physiological psychology. This field focuses on the biological foundations of behavior, examining the interaction between the endocrine system and the nervous system. By understanding the chemical mechanisms that influence temperament and behavioral tendencies, researchers can better explain the physiological basis for individual differences in human personality.

84. (D) To collect self-reported data on attitudes, beliefs, or behaviors from a sample of people.
The primary goal of using a questionnaire is to efficiently collect self-reported data from a sample of individuals regarding their attitudes, beliefs, or behaviors. This descriptive research method allows for the gathering of information from large groups, making it a practical tool for identifying trends in a population. While it relies on participant honesty, it remains a cornerstone of psychological research methodology.

85. (A) Both A and R are true and R is the correct explanation of A.
Psychology shares a significant relationship with biological sciences because all behavior and mental processes are rooted in physiological mechanisms. The brain, nervous system, and endocrine system provide the physical foundation for psychological phenomena like perception, memory, and emotion. Understanding these biological underpinnings is essential for a comprehensive scientific explanation of how human beings think, feel, and interact with their surroundings.

86. (B) Light sensitive retina
The auditory system consists of several structures designed to capture and process sound waves, including the cochlea, tympanic membrane, and ossicles. The retina, however, is a critical component of the visual system, responsible for detecting light and converting it into neural signals. It has no role in the processing of auditory

Click Here to Buy book on Amazon

information, illustrating the specialized nature of our different sensory modalities.

87. (C) higher states of consciousness.
In the context of Indian Psychology, personality development is viewed as a holistic journey toward higher states of consciousness and self-realization. This perspective emphasizes the growth of the individual through internal spiritual practices and the refinement of mental states. Unlike models focused on social conformity or material success, this approach seeks to align the individual with their true nature and blissful essence.

88. (D) a content analysis.
Content analysis is a research method used to systematically and objectively describe the content of communication, such as scripts, books, or media. By analyzing trends in the portrayal of mental illness in popular movies, the researcher can identify societal attitudes and recurring themes without direct participation. This method is effective for studying the psychological and cultural messages conveyed through various forms of media.

89. (A) the internal organism (O).
In the S-O-R (Stimulus-Organism-Response) paradigm, the 'adjustor mechanism' is best represented by the internal organism. This component processes the incoming stimulus and determines the appropriate response based on its internal state, memory, and physiological makeup. This integrative function, primarily carried out by the central nervous system, is essential for ensuring that behavior is adaptive and appropriate for the given situation.

90. (B) gather data from a large number of people relatively quickly.
A major advantage of the survey method is its ability to gather data from a large number of people relatively quickly and cost-effectively. Using tools like questionnaires, researchers can assess the attitudes and opinions of a broad sample, providing a wide overview of psychological trends. This efficiency makes surveys a popular choice for descriptive research aimed at understanding the characteristics of large populations.

NODIA

91. (B) P-4, Q-2, R-1, S-3
The human eye consists of specialized parts that work together to enable vision. The cornea is a protective layer that begins focusing light, while the pupil regulates light intensity. The lens fine-tunes the focus onto the retina, which houses the photoreceptor cells responsible for transduction. Each component plays a vital role in ensuring that clear visual information is transmitted to the brain.

92. (D) traits are influenced by heredity.
The genetic basis of behavior implies that psychological traits and behavioral tendencies are significantly influenced by heredity. While environment also plays a crucial role, our inherited genetic material provides a blueprint for the development of the nervous system and influences predispositions for various characteristics. This perspective recognizes that biological factors are a fundamental component in understanding individual differences in human behavior.

93. (C) What are the effects of a specific neurotransmitter on mood?
A psychologist interested in the relationship between psychology and the natural sciences would likely focus on questions concerning the biological basis of behavior. Investigating how a specific neurotransmitter affects mood is a perfect example, as it explores the physiological mechanisms underlying mental states. This approach bridges the gap between brain chemistry and psychological experience, utilizing the principles of biology and neurophysiology.

94. (C) Statement I is true, but Statement II is false.
Psychology is a scientific discipline that relies on empirical evidence to test and refine its theories. Contrary to Statement II, scientific psychology does not rely on anecdotal evidence or common sense, which can be misleading and subjective. Instead, it utilizes systematic observation and experimentation to ensure that its conclusions are objective, reliable, and grounded in verifiable facts about human and animal behavior.

95. (D) produce a response.
The primary role of an effector is to produce a behavioral response following the integration of sensory information. Effectors include muscles,

which contract to create movement, and glands, which secrete hormones or other substances. These organs carry out the actual reaction coordinated by the central nervous system, allowing the organism to interact with and respond effectively to its internal and external environment.

96. (A) The interviewer's presence can influence the respondent's answers.
A notable limitation of the interview method is that the presence of the interviewer can influence the respondent's answers. Participants may feel pressured to provide socially acceptable responses or may be affected by the interviewer's non-verbal cues. This interviewer bias can distort the data gathered, highlighting the need for careful training and standardized protocols to ensure the validity and reliability of qualitative research.

97. (B) stable individual differences.
The influence of hormones on emotional activity and personality development links the endocrine system with stable individual differences. Consistent hormone levels and patterns of secretion contribute to an individual's unique temperament and long-term behavioral tendencies. By studying these biological mechanisms, psychologists can better understand how physiological factors contribute to the consistent traits that define an individual's personality across various situations and time.

98. (C) transducing sound vibrations into neural signals.
The cochlea is a fluid-filled structure in the inner ear that is critical for the transduction of sound vibrations into neural signals. As vibrations pass through the cochlea, they stimulate specialized hair cells, which generate electrochemical impulses. These impulses are then sent to the brain via the auditory nerve, where they are interpreted as sound, enabling the perception of our auditory environment.

99. (D) focused on applying ancient wisdom to modern issues like stress management and personal growth.
The scope of Indian Psychology focuses on applying ancient wisdom from philosophical and spiritual traditions to modern psychological challenges. This includes using concepts like mindfulness and self-reflection for stress management and personal growth. By integrating holistic perspectives on the self and consciousness, this approach offers valuable tools for enhancing well-being and understanding human potential in a way that complements contemporary psychology.

NODIA

100. (A) a clinical or case study.
To study the development of a unique individual like a child prodigy over many years, the clinical or case study method is most appropriate. This approach allows for a detailed and intensive investigation of the specific factors that contribute to their talent. By gathering longitudinal data from multiple sources, the researcher can build a comprehensive understanding of the individual's exceptional developmental trajectory.

101. (C) 1 and 3 only
Psychological research utilizes several valid methods. Observation can be participant or non-participant, providing flexibility in how data is recorded in natural settings. Content analysis is a systematic way to analyze communications. However, the experimental method is not the only scientific method; other techniques like surveys and case studies are also scientific when they follow rigorous, empirical protocols to gather data.

102. (B) Central adjustor mechanism
The central adjustor mechanism, which consists of the brain and spinal cord, serves the critical function of integration and decision-making. It receives sensory input from various receptors, processes that information, and determines the most appropriate behavioral response. By coordinating these signals, the adjustor transmits motor commands to the effectors, ensuring that the organism reacts effectively to environmental stimuli and internal needs.

103. (B) Both A and R are true but R is not the correct explanation of A.
Both statements regarding the questionnaire method are true, as it is efficient for large samples but vulnerable to biases and low response rates. However, the limitation mentioned in the reason does not explain why the method is efficient. Instead, they represent two different aspects of

the method's characteristics. Understanding both the advantages and drawbacks is essential for conducting high-quality psychological research.

104. (D) Sensory thermoreceptors
The sensations of warmth and cold are detected by specialized sensory thermoreceptors located within the skin. These receptors are designed to respond to changes in environmental temperature and transmit this information to the brain. This allows us to perceive thermal conditions and react accordingly to maintain our body's homeostasis and protect ourselves from extreme heat or cold in our surrounding environment.

105. (A) empirical methods.
The scientific nature of psychology is primarily demonstrated through its reliance on empirical methods. This means that psychological knowledge is built upon systematic observation and experimentation rather than subjective intuition or traditional beliefs. By using standardized protocols to gather and analyze data, psychologists ensure that their findings are objective, verifiable, and subject to peer review and replication by other scientists.

106. (B) Systematic sociology
A study examining how the presence of others affects individual performance illustrates the intersection of psychology and sociology. This area of social psychology explores how social contexts and group dynamics influence individual thoughts and behaviors. By integrating sociological perspectives, psychologists gain a deeper understanding of the societal factors that shape the human experience, bridging the gap between individual mental processes and group interaction.

107. (C) how heredity influences psychological traits.
The genetic basis of behavior refers to the systematic study of how heredity and inherited biological material influence psychological traits and behavioral tendencies. Researchers in this field explore the extent to which characteristics like personality and intelligence are passed from parents to offspring through genes. This perspective highlights the fundamental role of biological factors in shaping individual differences alongside environmental influences and experience.

108. (D) Standard questionnaire
The standard questionnaire is a descriptive research method that involves collecting data through a set of written questions administered to a group of people. This tool allows researchers to gather self-reported information about attitudes, beliefs, and behaviors efficiently. Because it can be distributed to large numbers of participants, it is a highly practical method for identifying trends and patterns within a population.

109. (A) systemic emotional activity.
The release of adrenaline during a stressful situation is a perfect example of how hormones influence emotional activity. This chemical response prepares the body for "fight or flight" by increasing heart rate and alertness. These physiological changes directly impact an individual's emotional state, demonstrating the critical link between the endocrine system and the psychological experience of fear, anger, and heightened arousal.

110. (B) fine-tune the focus of light onto the retina.
The lens of the human eye is a transparent structure responsible for fine-tuning the focus of incoming light onto the retina. By changing its shape through a process called accommodation, the lens ensures that images of both near and far objects are projected clearly onto the photoreceptors. This precise adjustment is essential for maintaining sharp visual acuity across varying distances in our environment.

111. (C) India's philosophical and spiritual traditions.
The historical roots of Indian Psychology are deeply embedded in the philosophical and spiritual traditions of India, such as the Upanishads and Yoga Sutras. For millennia, these systems have explored the nature of consciousness and the self. This rich intellectual background provides a holistic framework for understanding psychological concepts, emphasizing the interconnectedness of mind, body, and spirit in the quest for well-being.

112. (D) Somatic effector
In the biological chain of behavior, the somatic effector is the component responsible for carrying out the physical response. Effectors include muscles, which contract to produce movement, and glands, which secrete hormones

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

or other chemical substances. These organs execute the commands issued by the central nervous system, allowing the organism to act upon its environment and respond appropriately to various stimuli detected.

113. (A) 4, 3, 2, 1
Sound vibrations travel through the ear in a specific chronological sequence. They first enter the auditory canal and strike the tympanic membrane (eardrum), causing it to vibrate. These vibrations are then amplified by the middle ear ossicles. Finally, the mechanical energy reaches the cochlea in the inner ear, where it is transduced into neural signals by specialized sensory hair cells.

114. (D) It is solely concerned with the treatment of severe mental disorders.
It is incorrect to state that psychology is solely concerned with treating severe mental disorders. While clinical applications are significant, the scope of psychology is much broader, including the study of basic processes like learning and memory, and developmental changes across the lifespan. It also applies principles to diverse areas like education and health, aiming to understand and improve human experience in many contexts.

115. (C) is more flexible and allows for spontaneous questions.
A key difference between a structured and an unstructured interview is the level of flexibility. An unstructured interview is more open-ended and allows the researcher to ask spontaneous questions based on the participant's responses. This flexibility is valuable for exploring topics in depth and uncovering unique insights. In contrast, structured interviews follow a rigid set of predetermined questions to ensure standardization and comparability.

116. (A) P-3, Q-1, R-4, S-2
Different branches of psychology have specific areas of focus. Psychology as a natural science emphasizes biological foundations, while social science focuses on group dynamics. Indian Psychology centers on understanding consciousness and self-realization. Clinical psychology is dedicated to the diagnosis and treatment of psychological disorders. Each approach contributes unique perspectives to our overall understanding of the complexities of human behavior and mental life.

117. (A) genotype; phenotype
In the study of genetics, the term genotype refers to the specific genetic makeup or underlying DNA of an individual. The phenotype, on the other hand, represents the observable expression of those genes in an individual's physical and behavioral traits. This distinction is crucial because the environment also plays a role in determining how a particular genotype is expressed as a phenotype.

118. (B) A muscle fiber contracting in response to a nerve impulse.
Receptor mechanisms are specialized to detect stimuli, such as light in the retina, vibrations in the cochlea, or temperature changes in the skin. A muscle fiber contracting is not a receptor mechanism; instead, it is an effector mechanism. Effectors are responsible for executing a response or action based on signals received from the nervous system, completing the stimulus-response chain in behavior.

NODIA

119. (A) Both Statement I and Statement II are true.
Both statements regarding the visual system are accurate. Rods are specialized photoreceptors that function best in low light conditions, enabling night vision, while cones are responsible for processing color and fine detail in bright light. These two types of photoreceptors work together in the retina to provide a comprehensive visual experience across a wide range of lighting conditions and environmental settings.

120. (D) By examining how social contexts and cultural norms influence individual behavior.
Psychology relates to the social sciences by examining how social contexts, group dynamics, and cultural norms influence individual behavior and thought. While fields like physiology focus on biological mechanisms, social psychology explores how the surrounding social environment shapes our actions and perceptions. This perspective bridges the gap between individual mental processes and the broader societal structures studied in sociology and cultural anthropology.

121. (C) 1 and 3 only
Biological foundations of behavior involve hormones, which are chemical messengers secreted by endocrine glands, and effector mechanisms like muscles and glands. However, the genetic basis of behavior refers specifically to the influence of inherited biological material, not learned experiences. Understanding these physiological components is essential for explaining how the body's internal systems interact to drive behavior and regulate various psychological processes.

122. (B) Systematic content analysis
Analyzing the frequency of specific words or themes within communication records, such as political speeches, is the primary goal of systematic content analysis. This research method allows for the objective and quantitative study of communication without direct interaction with the subjects. It is an effective tool for identifying psychological trends, ideological shifts, and recurring patterns in media and public or private records.

123. (C) its potential for understanding and enhancing human experience, particularly in personality development.
The scope of Indian Psychology primarily addresses its potential for understanding and enhancing the human experience through holistic principles. It places a strong emphasis on personality development as a process of growth toward self-realization and well-being. By integrating ancient philosophical wisdom, this approach offers unique insights into the nature of consciousness and the cultivation of a balanced and fulfilled individual life.

124. (C) A is true but R is false.
The pinna is a critical part of the auditory system as it collects sound waves and directs them into the ear canal. However, its primary function is not transduction. Transduction, or the conversion of sound vibrations into neural energy, actually occurs within the cochlea of the inner ear. The pinna acts as a mechanical funnel rather than a site for biological signal conversion.

125. (C) biological foundation
Research into how hormones from the pituitary gland regulate physical growth is an example of studying the biological foundations of behavior. This area of inquiry examines the physiological mechanisms that drive human development and functioning. By understanding the role of the endocrine system, psychologists gain valuable insights into the chemical processes that influence physical maturity and various psychological characteristics throughout the human lifespan.

126. (D) observational method.
A longitudinal study that monitors the same group of individuals over a long period to observe developmental changes is a type of observational method. In this case, the researcher records natural progress without manipulating any variables. This approach is highly valuable for understanding how specific traits or behaviors evolve over time, providing detailed insights into the lifespan development and maturation of individuals.

127. (B) Adjustor - Integrates sensory information.
Each biological mechanism has a distinct function in the response sequence. The adjustor, which includes the brain and spinal cord, is responsible for integrating sensory information and coordinating an appropriate behavioral response. Receptors detect environmental stimuli, and effectors, such as muscles and glands, execute the response. Hormones are chemical messengers rather than electrical signals, highlighting the specialized roles within our physiological systems.

128. (C) It can determine cause-and-effect relationships.
The most significant advantage of the experimental method is its ability to determine cause-and-effect relationships. By systematically manipulating an independent variable and controlling extraneous factors, researchers can isolate the specific cause of a change in behavior. This level of rigorous scientific control is not available in descriptive methods like surveys or observations, making experiments essential for testing causal psychological theories.

129. (A) sensory mechanoreceptors
The sensation of touch is primarily mediated by specialized mechanoreceptors located throughout the skin. These receptors detect

Click Here to Buy book on Amazon

mechanical displacement or pressure and convert this physical energy into neural signals. This information is then transmitted to the brain, allowing us to perceive the texture, shape, and intensity of objects in contact with our body, which is essential for interacting with the environment.

130. (B) falsifiable and testable.
As a scientific discipline, psychology requires that its propositions and theories be falsifiable and testable. This means they must be structured in a way that allows them to be supported or refuted by empirical evidence through research. This commitment to testability ensures that psychological knowledge remains objective and open to revision based on new scientific discoveries rather than remaining absolute or unchangeable.

131. (C) The attainment of a balanced and integrated state of consciousness.
A key focus of Indian Psychology regarding personality development is the attainment of a balanced and integrated state of consciousness. This holistic perspective views growth as a journey toward self-realization and internal harmony. By emphasizing the refinement of mental states and the discovery of the true self, this approach offers a unique goal for personal development compared to Western psychological models.

132. (D) manipulating a variable to observe its effect on the communication.
Content analysis is a descriptive research method used to systematically identify and quantify specific characteristics within communications. While it involves coding data and drawing conclusions, it does not involve manipulating variables to observe effects; that is a characteristic of experimental research. Content analysis focuses on objectively describing existing communications rather than testing causal relationships through intervention or the active control of variables.

133. (D) Statement I is false, but Statement II is true.
It is incorrect to claim that the genetic basis of behavior ignores environmental influences; modern psychology recognizes a dynamic interaction between nature and nurture. On the other hand, Statement II accurately notes that hormones can significantly influence emotional states and contribute to personality traits. These chemical messengers modulate physiological processes that drive temperamental differences and stable individual behavioral patterns across various life situations.

134. (B) It connects sensory input with a motor output, involving the CNS.
The adjustor mechanism serves as the bridge between sensation and action. It connects sensory input from receptors with motor output to be carried out by effectors, primarily involving the central nervous system (CNS). By processing and integrating incoming information, the adjustor makes decisions and coordinates the most appropriate behavioral response, ensuring that an organism's reactions are effective and adaptive.

135. (C) Environmental Psychology.
Environmental Psychology is a subfield that investigates the relationship between people and their physical surroundings. Studying the impact of classroom design on student attention falls directly within this scope. This area explores how external environments, such as lighting, layout, and noise, influence human behavior and mental processes, aiming to create settings that enhance productivity, well-being, and overall educational outcomes.

136. (A) P-4, Q-3, R-2, S-1
Research methods in psychology are selected based on specific goals. Experiments are designed to determine cause and effect, while naturalistic observation describes behavior as it occurs in real settings. Surveys are used to gather attitudes from large groups, and case studies involve an intensive, in-depth investigation of a single individual. Each method provides unique contributions to our scientific understanding of behavior.

137. (A) hair cells within the cochlea.
In the auditory system, the transduction of mechanical vibrations into electrochemical signals is carried out by specialized hair cells located within the cochlea. As sound vibrations move the fluid in the cochlea, these hair cells bend and generate neural impulses. These signals

NODIA

are then transmitted to the brain for processing, allowing us to perceive and interpret sounds from our surrounding environment.

138. (B) detects; responds
The primary difference between a receptor and an effector lies in their respective roles within the behavioral sequence. A receptor is a specialized cell or organ that detects stimuli from the internal or external environment and converts them into neural signals. An effector, such as a muscle or gland, carries out the actual response or action based on commands received from the nervous system.

139. (C) philosophical and contemplative traditions.
Indian Psychology is historically distinct from Western psychology because it is rooted in ancient philosophical and contemplative traditions. For millennia, these systems have explored consciousness and the self through introspection and spiritual practice. This unique origin provides a holistic and experiential framework that emphasizes self-realization and well-being, offering an alternative to the more laboratory-based or behavioristic approaches of the West.

140. (A) Both A and R are true and R is the correct explanation of A.
Hormones are indeed part of the body's effector mechanism because they are secreted by glands, which are a type of effector organ. Following the processing of information by the central nervous system, glands can be signaled to produce a response through secretion. This release of chemical messengers into the bloodstream is a primary way the body executes long-term physiological and behavioral changes.

141. (D) structured interview.
A structured interview involves a researcher asking a set of predetermined questions in a one-on-one setting. This standardization ensures that all participants are asked the same questions in the same order, which facilitates comparison and quantitative analysis of the data. While it allows for direct interaction, its rigid format minimizes interviewer bias and ensures consistency across different data collection sessions.

142. (B) Crystalline lens.
The crystalline lens of the eye is responsible for accommodation, a process where it adjusts its curvature to focus light onto the retina. This flexibility allows the eye to maintain a clear image of objects at varying distances. By changing shape, the lens ensures that incoming light is precisely refracted, which is essential for maintaining visual acuity and depth perception in different environments.

143. (A) 1 and 2 only
Psychology is a highly interdisciplinary field with strong connections to both natural and social sciences. Its relationship with biology is seen in the study of brain neurochemistry, while its connection with sociology is demonstrated through the study of group influence on individual behavior. Contrary to statement 3, psychology does not operate in isolation but rather integrates diverse scientific perspectives to explain behavior.

144. (D) Adjustor: Spinal cord that integrates signals
The adjustor mechanism consists of the central nervous system, including the spinal cord and brain. Its primary role is to integrate incoming sensory information and coordinate an appropriate behavioral response. In contrast, receptors are cells that detect stimuli, effectors are muscles or glands that execute actions, and hormones are chemical messengers, not sensory cells. Understanding these specific roles is fundamental to neurobiology.

145. (A) Foundational cognitive psychology
Cognitive psychology is the subfield focused on the systematic study of mental processes such as thinking, memory, and problem-solving. It investigates how individuals acquire, process, and store information from their environment. By exploring the underlying mental mechanisms that drive behavior, cognitive psychologists seek to understand the internal "software" of the human mind and its influence on how we act and perceive reality.

146. (A) 4, 2, 3, 1
The history of psychology reflects a chronological progression from ancient philosophy to modern experimental science. Aristotle represents the early philosophical inquiry into the mind.

Downloaded from www.pdf.tube

Wilhelm Wundt established the first laboratory in 1879, followed by Sigmund Freud's development of psychoanalysis in the early 20th century. Finally, B.F. Skinner advanced the field through his later work in behaviorism, focusing on observable behavior and conditioning.

147. (B) Systematic correlational
A correlational study aims to identify the relationship between two variables without any manipulation of either one. This method measures how changes in one variable are associated with changes in another, allowing for predictions. However, because the researcher does not control the environment, this approach cannot establish definitive cause-and-effect relationships, distinguishing it from the controlled experimental method used in psychological research.

148. (B) Infancy and adolescence
The influence of hormones on physical growth and maturation is most prominent during infancy and adolescence. These stages are characterized by rapid physiological changes driven by the endocrine system, such as the release of growth hormone and sex hormones. These chemical messengers regulate the development of the body and the brain, significantly impacting both physical characteristics and various psychological aspects of growth.

149. (C) Retinal rods and cones.
The primary receptors for the visual system are the rods and cones, which are specialized photoreceptor cells located in the retina. Rods are primarily responsible for vision in low light, while cones are essential for color vision and perceiving fine detail in bright light. These receptors convert light energy into neural signals, which are then transmitted to the brain for visual processing.

150. (D) spiritual growth and the nature of the self.
Indian Psychology's perspective on personality development is unique for its strong emphasis on spiritual growth and the exploration of the nature of the self. Unlike Western models that may focus on observable behaviors or unconscious conflicts, this holistic approach views personality as an unfolding of the inner spirit toward higher states of consciousness and self-realization within various philosophical frameworks.

151. (A) It uses systematic empiricism.
A defining feature of psychology as a science is its use of systematic empiricism. This means that psychological knowledge is derived from planned, objective observations and experimentation. This approach ensures that findings are based on verifiable data rather than personal testimony or common sense. By using scientific methodology, psychologists can test theories and build a reliable understanding of human and animal behavior.

152. (D) Statement I is false, but Statement II is true.
It is incorrect to say that a case study involves manipulating variables; instead, it is an intensive, descriptive investigation of a specific subject. Conversely, Statement II accurately describes a survey as a research method used to collect self-reported data from a sample. Understanding these distinctions is fundamental to choosing the correct research design based on the specific goals of a psychological study.

153. (B) systemic effector mechanism.
A gland secreting a hormone into the bloodstream is an example of an effector mechanism. Effectors are the organs, specifically muscles and glands, that execute a response based on signals from the nervous system. While muscles produce movement, glands produce chemical responses by releasing substances like hormones. This function is essential for regulating internal bodily processes and responding effectively to various physiological and environmental stimuli.

NODIA

154. (A) P-3, Q-4, R-1, S-2
Biological foundations of behavior involve distinct components with specialized roles. Genes are units of heredity that influence traits, while hormones act as chemical messengers. Receptors are cells specialized to detect specific environmental stimuli, and effectors are the muscles or glands that produce responses. Together, these elements form the biological basis for how organisms perceive information and interact with their surroundings.

155. (C) skin sensation
The sensation of pain is classified under the cutaneous or skin sensations. It is detected by specialized nerve endings known as nociceptors, which respond to potentially harmful stimuli like extreme heat or physical tissue damage. These

receptors transmit information to the central nervous system, serving as a vital warning system that allows the organism to react and protect itself from injury in the environment.

156. (D) the quest for spiritual liberation.
The historical perspective of Indian Psychology suggests that the study of the mind is intrinsically linked to the quest for spiritual liberation, often referred to as moksha or nirvana. For millennia, these traditions have viewed psychological understanding as a means to transcend suffering and realize the true self. This holistic approach integrates mental processes with spiritual goals, offering a unique framework for well-being.

157. (A) experimental method.
The researcher's approach of dividing the class and manipulating the teaching method to see its effect on test scores is a clear application of the experimental method. By comparing the performance of the group receiving the new method to a control group, the researcher can determine causality. This structured design is essential for scientific inquiry when the goal is to establish definitive relationships.

158. (A) Both A and R are true and R is the correct explanation of A.
Psychology maintains significant relationships with sociology and anthropology because human behavior is a multi-dimensional phenomenon. It is shaped not only by internal mental processes but also by external factors such as cultural norms, social structures, and group dynamics. By integrating perspectives from these social sciences, psychologists can develop a more comprehensive and holistic understanding of how individuals interact within their broader societal context.

159. (C) house the photoreceptors (rods and cones).
The primary function of the retina is to house the photoreceptors, known as rods and cones, which are essential for visual sensation. These specialized cells are responsible for converting light energy into electrochemical signals through the process of transduction. By capturing the light projected onto it, the retina provides the foundational information that the brain later interprets as visual images and perceptions.

160. (D) The inherited gene
In the genetic basis of behavior, the inherited gene is considered the basic unit of heredity. Genes are segments of DNA that carry instructions for the development of physical and psychological characteristics. They are passed from parents to offspring, providing the biological foundation for the nervous system and influencing behavioral predispositions that interact with the environment during an individual's growth and development.

161. (B) the observation method.
A researcher who records behavior as it naturally occurs, such as counting smiles in a park without interfering, is using the observation method. This technique allows for the collection of data in real-world settings, providing high ecological validity. While it describes behavioral patterns effectively, it does not involve the manipulation of variables, distinguishing it from experimental research aimed at establishing causal relationships.

162. (C) 1 and 3 only
Psychological research utilizes several scientific methods. An interview is flexible and allows for follow-up questions to clarify participant responses. Content analysis is a quantitative method used to systematically analyze communications like media or texts. However, a questionnaire is generally used for gathering broad data from large samples rather than for the in-depth, intensive analysis of a single individual characteristic of a case study.

163. (C) central nervous system.
The "adjustor mechanism" in physiology refers to the central nervous system, composed of the brain and spinal cord. Its primary function is to integrate sensory information from various receptors and coordinate an appropriate behavioral response. By processing incoming signals and making decisions, the adjustor transmits motor commands to the effectors, ensuring that an organism's reactions are adaptive and effective in its environment.

164. (D) a contributing factor that can bias emotional and behavioral tendencies.
The influence of hormones on personality development is best understood as a contributing factor that can bias emotional reactivity

Click Here to Buy book on Amazon

and behavioral tendencies. While not the sole determinant, hormone levels can affect temperament and how an individual responds to stress. This biological influence interacts with environmental and cognitive factors to shape the unique and consistent behavioral patterns that define a person's personality over time.

165. (C) Social Psychology.
Social Psychology is the subfield focused on the scientific study of how individuals think about, influence, and relate to one another. It examines the impact of social contexts, group dynamics, and interpersonal relationships on individual thoughts and behaviors. By investigating topics like conformity, prejudice, and social perception, social psychologists seek to understand the powerful role of society in shaping the human experience.

166. (B) the difficulty in establishing cause-and-effect relationships.
A major disadvantage of the case study method is the difficulty in establishing cause-and-effect relationships. Because the method is descriptive and involves no manipulation of variables, researchers cannot definitively state that one factor caused a particular outcome. While it provides deep, detailed insights into a single subject, its qualitative nature makes it less suitable for testing causal hypotheses compared to experimental designs.

167. (D) Auditory pitch
Primary sensations detected by the skin include pressure, pain, and temperature, which are sensed by specialized cutaneous receptors. Auditory pitch, however, is a characteristic of sound and is processed by the auditory system in the ear. It results from the detection of sound wave frequencies by hair cells in the cochlea, illustrating the specialized nature of our different sensory modalities.

168. (A) objectivity, empiricism, and testability.
The nature of psychology as a science is defined by its commitment to objectivity, empiricism, and testability. This means that psychological knowledge is derived from systematic, unbiased observations and experiments that can be verified and replicated by others. By adhering to these scientific principles, the discipline ensures that its theories are based on factual evidence rather than subjective belief, intuition, or tradition.

169. (C) To carry out actions, such as muscle contraction or glandular secretion.
Effectors are the organs of response in the body, primarily consisting of muscles and glands. Their role is to carry out specific actions based on commands from the central nervous system. Muscles produce observable movement through contraction, while glands execute responses through the secretion of hormones or other substances. Together, they allow the organism to respond physically to environmental stimuli and internal needs.

170. (A) A study on the effects of brain injury on memory.
A study on the effects of brain injury on memory perfectly illustrates the relationship between psychology and the natural science of physiology. This research examines how the physical structure and function of the brain directly influence mental processes. By exploring the biological foundations of behavior, psychologists can explain the physiological mechanisms that underlie cognitive functions, bridging the gap between life sciences and psychology.

171. (D) phenomenological and experiential
The historical perspective of Indian Psychology is primarily phenomenological and experiential, as it centers on the firsthand exploration of consciousness and the self. By drawing from ancient textual sources and contemplative traditions, it seeks to understand the inner world through direct experience rather than objective measurement alone. This holistic approach integrates spiritual and mental states to explore human potential and the path toward self-realization.

172. (B) Both Statement I and Statement II are false.
Both statements are incorrect regarding sensory systems. The transduction of sound waves into neural impulses occurs in the cochlea of the inner ear, not the tympanic membrane. Additionally, the auditory system is specialized for processing sound vibrations, not light waves; processing light is the exclusive function of the visual system. Understanding these specific roles

Downloaded from www.pdf.tube

is essential for accurately describing how we sense our environment.

173. (D) P-4, Q-1, R-3, S-2
Psychological research utilizes various methods tailored to specific applications. Interviews provide qualitative data through face-to-face conversations, while content analysis systematically examines communication records like diaries. Case studies involve intensive investigations of unique individuals over time, such as those with rare injuries. Surveys are efficient for collecting data from large samples on topics like voting preferences, providing a broad overview of trends in the population.

174. (B) guiding the synthesis of proteins that influence the development and functioning of the nervous system.
Genes affect behavior by providing the biological instructions for synthesizing proteins. These proteins are fundamental to the structural development and functioning of the nervous system, including the formation of neurons and the regulation of neurochemistry. While genes do not dictate specific actions, they create the biological predispositions that interact with environmental factors to shape an individual's behavioral patterns and psychological characteristics.

175. (C) states of fear and anger.
The role of hormones in emotional activity is studied by examining how glands like the adrenals affect states of fear and anger. When the body perceives a threat, adrenal glands release hormones that prepare the individual for "fight or flight," increasing arousal and physical readiness. These chemical changes directly impact our emotional experience, showing the critical link between the endocrine system and behavioral responses.

176. (D) To describe behavior as it naturally occurs.
The fundamental goal of the observation method in psychology is to describe behavior as it naturally occurs in real-world settings. By systematically recording actions without interfering, researchers can gather authentic data that reflects the true behavioral patterns of individuals or groups. While it provides high ecological validity, this method is primarily descriptive and cannot be used to establish definitive cause-and-effect relationships between variables.

177. (A) Both A and R are true and R is the correct explanation of A.
The clinical or case study method is low in generalizability because it typically involves the intensive study of a single individual or a small, unique group. Because these subjects often have rare or unique characteristics, the findings may not be representative of the larger population. This limitation means that conclusions drawn from case studies must be applied to others with extreme caution and further research.

178. (B) Cones.
Cones are the specialized photoreceptors in the retina responsible for vision in bright light and for processing color. They are concentrated in the central part of the retina, known as the fovea, and enable the perception of fine detail and vivid colors. In contrast, rods are more sensitive to low light levels and are primarily involved in night vision and detecting peripheral movement.

179. (C) the scientific study of behavior and mental processes.
The scope of psychology as a discipline is defined as the scientific study of behavior and mental processes. This includes investigating how individuals act, think, and feel from various perspectives, ranging from biological to social. By utilizing empirical research methods, psychologists seek to describe, explain, and predict human and animal behavior across a wide array of contexts, from basic cognition to complex social interactions.

180. (D) the influence of economic policies.
The biological foundations of behavior focus on the physiological and genetic mechanisms that underlie human actions and mental processes. This includes studying the genetic basis of behavior, receptor and effector mechanisms, and the role of hormones. While economic policies can influence well-being, they are a subject of social and political science rather than a biological foundation of psychological behavior and physiological processes.

NODIA

181. (A) growth towards a state of integration of mind, body, and consciousness.
Indian Psychology's view on personality emphasizes growth toward a state of integration between the mind, body, and consciousness. This holistic perspective sees the individual as a multi-layered being seeking internal harmony and self-realization. By refining mental states and spiritual awareness, the individual can achieve a balanced and purposeful life, which distinguishes this approach from more reductionistic or purely behavioral Western models.

182. (B) Questionnaire and Interview methods
The questionnaire and interview methods are most susceptible to social desirability bias because they rely on self-report data. In these formats, participants may consciously or unconsciously provide answers they believe are socially acceptable rather than being completely honest. This can distort the data, particularly on sensitive topics, requiring researchers to carefully design their tools and maintain confidentiality to encourage authentic and truthful responses.

183. (D) 1, 2 and 3
Biological foundations of behavior involve a coordinated sequence of mechanisms. Receptors detect stimuli from the environment, while the central nervous system acts as the adjustor by integrating this information and coordinating a response. Finally, muscles and glands serve as the effectors that execute the actual behavioral reaction or secretion. Understanding these three components is fundamental to explaining the physiological basis of all behavior.

184. (D) the impact of cultural norms on individual behavior.
The relationship between psychology and social sciences is clearly demonstrated when researchers study the impact of cultural norms on individual behavior. This area explores how the social environment and societal expectations shape the way individuals think, feel, and act. By integrating sociological and anthropological perspectives, psychologists gain a more comprehensive understanding of how human behavior is influenced by the broader cultural context.

185. (A) amplify the vibrations of the eardrum.
The three small bones in the middle ear, known as the ossicles, serve the primary function of amplifying the vibrations of the eardrum. These vibrations are then transmitted to the inner ear's cochlea. This mechanical amplification is essential for the effective transduction of sound energy into neural impulses, as it ensures the signals are strong enough to stimulate the specialized hair cell receptors.

186. (B) collection of empirical data.
The scientific approach in psychology emphasizes the collection of empirical data through systematic observation and experimentation. This means that conclusions are based on verifiable evidence that can be objectively measured and tested. This distinguishes psychology from non-scientific approaches that may rely on intuition or authority. By following empirical protocols, psychologists build a reliable and self-correcting body of knowledge about behavior and mental processes.

187. (C) influencing temperamental factors such as emotional reactivity and energy levels.
Hormones contribute to personality development by influencing temperamental factors like emotional reactivity and energy levels. These chemical messengers modulate physiological processes that drive consistent behavioral patterns and moods. While they do not dictate every choice, their influence on the nervous system and metabolic rates provides a biological foundation for the stable individual differences in personality observed across the entire human lifespan.

188. (D) The bicep muscle in the arm.
An effector is a part of the body that executes a response to signals from the nervous system, and the bicep muscle in the arm is a classic example. When signaled, the muscle contracts to produce movement. In contrast, receptors like rods in the retina or taste buds detect stimuli, and neurons in the cerebral cortex process information as part of the adjustor mechanism.

189. (A) Foundational Cognitive Psychology.
Foundational cognitive psychology is the subfield primarily concerned with how people acquire, store, and process information. It investigates

Click Here to Buy book on Amazon

internal mental processes such as memory, thinking, and problem-solving to understand how the mind works. By exploring these cognitive mechanisms, researchers can explain how our mental "software" influences our perceptions and behaviors, making it a central pillar within the broad scope of psychological science.

190. (B) allows the researcher to clarify questions and probe for more detailed answers.
A primary advantage of the interview method is that it allows for direct interaction, enabling the researcher to clarify questions and probe for more detailed responses. This flexibility can lead to richer, more nuanced data compared to a questionnaire. It also allows the investigator to observe non-verbal cues, providing a deeper understanding of the participant's attitudes and experiences within a qualitative research framework.

191. (A) 2, 3, 1
Psychology utilizes multiple levels of analysis to understand behavior. The most microscopic level focuses on biological factors like brain systems and neurochemistry. The intermediate level examines individual thoughts and feelings, while the most macroscopic level explores group-level influences and social contexts. By integrating these different perspectives, psychologists can develop a more complete and comprehensive explanation of the complex factors that shape the human experience.

192. (D) A is false but R is true.
It is false to claim that a single gene is responsible for complex psychological traits; instead, most traits are polygenic and influenced by many genes. The reason correctly identifies that these complex characteristics result from the interaction of multiple genetic factors and environmental experiences. This modern understanding highlights the intricate nature of human personality and behavior, which cannot be reduced to simple genetic determinism.

193. (A) Systematic content analysis
The analysis of diaries, letters, and public records is an application of systematic content analysis. This research method involves objectively examining and coding existing communications to identify psychological data and behavioral patterns. It allows researchers to study subjects across different times and cultures without requiring direct participation, making it a valuable tool for understanding the psychological dimensions of historical and contemporary communication.

194. (B) visual light
Skin sensations involve specialized receptors for detecting pressure, pain, and temperature from the environment. Visual light, however, is not detected by skin receptors but by the photoreceptors in the eye's retina. This distinction illustrates the specialized nature of our different sensory systems, with each designed to respond to a specific type of physical energy to provide a complete perception of the world.

195. (C) considers the interplay of body, mind, and consciousness.
Indian Psychology is considered holistic because it integrates the study of the body, mind, and consciousness. This perspective views the individual as a multi-dimensional being, where physical health, mental processes, and spiritual awareness are all interconnected. By considering these different aspects of human existence, Indian Psychology seeks to foster well-being and self-realization through a comprehensive understanding of the human experience and potential.

196. (B) Both Statement I and Statement II are false.
Both statements are incorrect because they swap the functions of receptors and effectors. The primary function of a receptor is to detect a stimulus from the environment, not to execute a response. Conversely, the primary function of an effector, such as a muscle or gland, is to produce a response, not to detect stimuli. Understanding these roles is essential for describing biological response chains.

NODIA

197. (A) rely on self-report data from participants.
A key similarity between the interview and questionnaire methods is that both rely on self-report data from participants. In both approaches, individuals are asked to provide information about their own thoughts, attitudes, and behaviors. While the format of delivery differs, both methods share the goal of gathering information directly from the source, which

is fundamental for descriptive and qualitative research in psychology.

198. (B) foundational physiological psychology
The study of how hormones from the pituitary gland regulate physical growth is a central topic within foundational physiological psychology. This field focuses on the biological bases of behavior and development, examining how the endocrine and nervous systems interact. By understanding these chemical messengers, researchers can explain the physiological processes that underlie growth, maturation, and various aspects of psychological functioning throughout the lifespan.

199. (B) P-4, Q-3, R-2, S-1
Various branches of psychology apply psychological principles to different real-world contexts. Health psychology focuses on wellness and illness, while educational psychology seeks to improve learning and teaching. Industrial-organizational psychology addresses workplace productivity, and forensic psychology applies psychological knowledge to the legal system. Each branch demonstrates the broad scope and practical application of psychology in addressing diverse societal needs and improving human life.

200. (B) Central fovea.
The central fovea is the area of the retina that contains the highest concentration of cones and is responsible for sharp, detailed vision. When we focus on an object, the eye adjusts so that the image is projected directly onto this region. This allows for maximum visual acuity and the clear perception of color and fine details, making the fovea essential for tasks like reading and recognition.

201. (B) natural; social
Psychology is a unique discipline that bridges the gap between different sciences. Its focus on topics like neurotransmitters and brain function connects it with the natural sciences, while its investigation of group conformity and social influence links it with the social sciences. This multi-dimensional approach allows psychologists to explore human behavior from both biological and environmental perspectives, providing a more comprehensive understanding of the individual.

202. (A) Content Analysis: Systematically examining and coding media for specific themes.
Content analysis is correctly identified as the systematic examination and coding of media or communication for specific themes or characteristics. This research method allows for the objective study of information without direct interaction with participants. In contrast, case studies are intensive investigations of individuals, surveys gather broad data from samples, and experiments involve the manipulation of variables to establish definitive cause-and-effect relationships.

203. (C) the genetic basis of behavior.
Comparing the similarity of traits in identical versus fraternal twins to study heredity is a central method within the genetic basis of behavior. Because identical twins share all their genes while fraternal twins share about half, this approach helps researchers determine the extent to which psychological characteristics, like shyness, are influenced by heredity. This research is fundamental to understanding the biological foundations of behavior.

204. (B) 2 and 3 only
The visual system correctly uses photoreceptors to transduce light energy into neural signals, and the skin contains mechanoreceptors for the sensation of pressure. However, it is incorrect to say the auditory system uses photoreceptors; it utilizes specialized hair cells, which are a type of mechanoreceptor, to detect sound vibrations. Understanding these specific receptor-stimulus pairings is essential for accurately describing human sensory processes.

205. (C) allow for flexibility and exploration of topics as they arise.
The primary purpose of an unstructured interview is to provide flexibility, allowing the researcher to explore topics in depth as they arise during the conversation. This open-ended approach is valuable for gathering rich, qualitative data and discovering new insights that might be missed in a rigid, structured format. It allows the participant to express themselves more freely, providing a deeper understanding of their unique experiences.

Downloaded from www.pdf.tube

206. (B) spiritual transformational
Indian Psychology views personality development as a spiritual transformational process. This perspective emphasizes the unfolding of the individual's inner potential toward higher states of consciousness and self-realization. Rather than seeing personality as a fixed set of traits or simple behavioral associations, this holistic approach focuses on the journey of the self toward greater harmony, wisdom, and internal peace through various contemplative practices.

207. (D) effector; receptor
Biological systems use different mechanisms for sensing and acting. A retinal rod detecting light is a receptor, as it detects an environmental stimulus and generates a neural signal. Conversely, a muscle fiber contracting is an effector, as it carries out a physical response based on signals received from the nervous system. Understanding this distinction is fundamental to explaining the sequence from stimulus detection to behavioral output.

208. (A) detection; interpretation
The main difference between sensation and perception lies in the level of processing involved. Sensation is the initial detection of raw physical energy from the environment by our sensory receptors. Perception, on the other hand, is the brain's subsequent process of interpreting and organizing that information to make sense of the world. While sensation provides the data, perception provides the meaning behind our sensory experiences.

209. (A) Both A and R are true and R is the correct explanation of A.
The scope of psychology is remarkably broad because it examines behavior and mental processes from multiple interconnected perspectives. By integrating biological foundations, psychological processes, and socio-cultural influences, the discipline can address a wide range of human experiences. This comprehensive approach allows psychologists to explore everything from brain neurochemistry to the impact of societal norms, making it a highly versatile field of scientific inquiry.

210. (B) longitudinal physical growth.
The role of hormones like testosterone and estrogen in developing secondary sex characteristics is an example of their influence on longitudinal physical growth and maturation. These chemical messengers drive the significant physiological changes that occur during puberty. This process demonstrates how the endocrine system regulates long-term development, shaping physical maturation and influencing various psychological aspects of the transition from childhood to adulthood.

211. (C) Direct observation method
The direct observation method is the least effective tool for determining the cause of behavior because it is primarily descriptive. It involves recording behavior as it naturally occurs without any manipulation of variables. While it provides excellent information about what is happening in a real-world setting, it lacks the controlled conditions and variable manipulation necessary to establish definitive cause-and-effect relationships between phenomena.

NODIA

212. (D) laboratory systematic study
The historical development of psychology as a formal science began with the shift toward laboratory systematic study. This transition, marked by Wilhelm Wundt's establishment of the first psychology laboratory in 1879, emphasized empirical measurement and observation over purely philosophical speculation. This scientific approach laid the foundation for modern psychology, focusing on the rigorous testing of theories about the human mind and behavior.

213. (A) auditory sensation
The tympanic membrane, ossicles, and cochlea are all essential structures for auditory sensation. They work together to capture sound waves, amplify vibrations, and transduce them into neural impulses. This specialized pathway is critical for our ability to sense and perceive sounds from our environment, illustrating how the physical structure of the ear is perfectly designed to support the complex biological process of hearing.

214. (B) Genes create predispositions, which are then shaped by environmental factors.
The most accurate description of the genetic basis of behavior is that genes create biological predispositions, which are then shaped and influenced by environmental factors. Behavior is not determined by a single gene or by genetics alone; rather, it results from a dynamic interaction between nature and nurture. Our genetic makeup provides the biological framework, while experience determines how these traits are expressed.

215. (C) observation and experimentation.
The nature of psychology as an empirical science means that its knowledge is acquired through systematic observation and experimentation. This approach requires that theories be supported by verifiable evidence gathered from the real world. By relying on measurement and objective data rather than intuition or authority, psychologists can build a reliable understanding of behavior that is open to scientific testing and revision.

216. (B) Both Statement I and Statement II are false.
Both statements are incorrect regarding psychological research methods. In an experiment, the independent variable is manipulated, not the dependent variable. Additionally, the clinical or case study method is characterized by low generalizability because it focuses on a single, unique subject. Understanding these fundamental aspects of research design is essential for conducting and interpreting scientific studies accurately within the field of psychology.

217. (D) integrate sensory input and coordinate a response.
The central nervous system acts as an "adjustor" by integrating sensory input and coordinating an appropriate behavioral response. It receives information from receptors, processes that data in the brain and spinal cord, and makes decisions about how the organism should react. By transmitting motor commands to the effectors, the adjustor ensures that the body's responses are purposeful, adaptive, and effective.

218. (A) individual differences and predispositions.
Indian Psychology utilizes concepts like 'Samskaras' and 'Gunas' within its scope to explain individual differences and predispositions. 'Samskaras' refer to the impressions left by past experiences, while 'Gunas' describe the fundamental qualities that shape personality and behavior. This framework provides a unique perspective on why individuals react differently to the same situation, emphasizing the role of internal traits and mental tendencies.

219. (B) Cochlea inner ear.
The cochlea is the snail-shaped, fluid-filled structure in the inner ear that contains the primary receptors for hearing, known as hair cells. These specialized cells transduce mechanical sound vibrations into electrochemical signals. These signals are then transmitted to the brain via the auditory nerve, allowing us to perceive sound. The cochlea's unique structure is essential for converting acoustic energy into neural information.

220. (C) Descriptive survey
Using a questionnaire to measure attitudes is a primary example of the descriptive survey method. This research technique allows for the efficient collection of self-reported data from a large number of participants. By analyzing the responses, researchers can identify patterns and trends in attitudes within a population. While it does not establish causality, it is a valuable tool for describing psychological characteristics.

221. (A) P-4, Q-2, R-1, S-3
Biological foundations of behavior involve specialized components with distinct roles. A rod cell in the retina is a receptor that detects light, while a muscle is an effector that executes responses. The brain serves as the primary adjustor, integrating information and making decisions. Finally, a unit of DNA is a gene, which carries the hereditary information that influences various psychological and physical traits.

222. (B) foundational physiological psychology
Psychology's relationship with the natural sciences is most strongly demonstrated through foundational physiological psychology. This field focuses on the biological bases of behavior, investigating how brain structures, the nervous system, and neurochemistry influence mental processes. By utilizing the principles of biology and physiology, researchers can explain the

Click Here to Buy book on Amazon

physical mechanisms that drive actions and perceptions, bridging the gap between life sciences and psychology.

223. (C) The accuracy of data depends on the honesty and awareness of the respondents.
A primary disadvantage of the survey method is its reliance on the honesty and self-awareness of respondents. Because the data is self-reported, participants may provide inaccurate information due to memory errors or social desirability bias. This can limit the validity of the findings, highlighting the need for careful questionnaire design and the recognition that survey data reflects participants' perceptions.

224. (D) an individual's level of emotional reactivity and mood.
Hormones can influence personality by affecting an individual's level of emotional reactivity and mood. These chemical messengers modulate physiological processes in the brain that drive behavioral tendencies and temperamental differences. For example, consistent levels of specific hormones can influence how a person responds to stress or social interaction, contributing to the stable traits that define their personality over their entire lifespan.

225. (A) 1 and 2 only
The scientific method in psychology involves formulating testable hypotheses and relying on the systematic collection of objective data. Its fundamental goal is to provide verifiable facts rather than subjective interpretations. By adhering to these principles, psychologists ensure that their findings are reliable and replicable, distinguishing the discipline from non-scientific approaches and building a credible body of knowledge about behavior and mental life.

226. (B) Sensory mechanoreceptors
The hair cells in the cochlea are a type of specialized sensory mechanoreceptor. They detect mechanical sound vibrations and convert this physical energy into electrochemical neural signals. This transduction process is essential for the sensation of hearing, as it transforms environmental sounds into a format that the nervous system can process and the brain can interpret as speech, music, or noise.

227. (C) spiritual growth.
Indian Psychology's view of personality development as a journey of transcending the ego aligns perfectly with its focus on spiritual growth. This holistic approach sees true development as a process of moving beyond self-centered desires toward higher states of consciousness and self-realization. By refining the mind and spirit, individuals can attain a state of deep internal harmony and meaningful connection with reality.

228. (D) Content analysis
Content analysis is a research method that involves the systematic examination of existing records or communications. By objectively coding and analyzing themes in patient files, media broadcasts, or written texts, researchers can identify psychological patterns and social trends. This method allows for the study of information without requiring direct interaction with participants, providing valuable insights into the characteristics of the communication itself.

229. (A) A neuron in the optic nerve.
Effectors are the organs that produce a response, primarily muscles and glands like the salivary, heart, and adrenal glands. A neuron in the optic nerve is not an effector; instead, it is part of the sensory transmission system that carries neural signals from the receptor to the adjustor. Understanding the specific roles of sensory and motor components is essential for neurobiological study.

NODIA

230. (B) behavior and mental processes.
The scope of psychology as a science is broadly concerned with the study of behavior and mental processes. This includes investigating both observable actions and internal states like thinking, memory, and emotion. By using empirical research methods, psychologists seek to understand the human and animal experience from biological, cognitive, and social perspectives, addressing everything from basic reflexes to complex social interaction.

231. (A) Both A and R are true and R is the correct explanation of A.
Indian Psychology is often considered more holistic because it integrates the study of the mind, body, consciousness, and spirituality.

This perspective draws from ancient traditions to understand the individual as a complete and multi-dimensional being. By addressing the interconnectedness of these different aspects of existence, Indian Psychology seeks to foster well-being and self-realization, offering a unique and comprehensive approach to psychology.

232. (D) Inherited genetic basis
The 'nature versus nurture' debate is most relevant to the study of the inherited genetic basis of behavior. This central question in psychology explores the relative influence of heredity (nature) and environmental experience (nurture) in shaping an individual's traits and actions. Understanding how our genetic blueprint interacts with our upbringing is fundamental to explaining the complex development of human personality and intelligence.

233. (A) vision in dim light.
The primary function of rods in the retina is to enable vision in dim light and detect peripheral movement. These photoreceptors are highly sensitive to low levels of illumination but do not process color or fine detail. Rods are essential for night vision and for providing a broad awareness of our surroundings, especially in conditions where light levels are minimal or insufficient for cones.

234. (B) structured questionnaire method.
When participants fill out a form with specific questions about their habits, it is a clear example of the structured questionnaire method. This descriptive research tool allows for the efficient collection of self-reported data from many people. Because the questions are predetermined, the researcher can easily analyze the results to identify trends and patterns in behavior or attitudes within a population.

235. (C) Systematic Social Psychology.
The link between psychology and sociology is best exemplified by the field of social psychology. This area investigates how individual thoughts, feelings, and behaviors are influenced by social contexts, group dynamics, and societal norms. By integrating sociological perspectives, social psychologists gain a deeper understanding of how the social world shapes the human experience, bridging the gap between individual minds and society.

236. (D) Behavioral somatic effector.
The biological mechanism responsible for executing a command from the central nervous system is the behavioral somatic effector, which includes muscles and glands. After the central adjustor processes sensory information and makes a decision, it sends motor signals to these effectors to produce a response. This allows the organism to take physical action or secrete substances in reaction to its environment and needs.

237. (A) ancient texts like the Vedas, Upanishads, and Yoga Sutras.
The historical perspective on Indian Psychology emphasizes its origins in ancient philosophical texts like the Vedas, Upanishads, and Yoga Sutras. For millennia, these traditions have explored the nature of consciousness and the self through introspection and spiritual practice. This rich intellectual heritage provides a holistic framework that focuses on well-being and self-realization, distinct from the development of Western psychological systems.

NODIA

238. (B) Controlled scientific experiment
Among the study methods listed, the controlled scientific experiment offers the highest level of control over variables. By systematically manipulating an independent variable while holding others constant, researchers can isolate the specific cause of a change in behavior. This rigorous control is essential for establishing definitive cause-and-effect relationships, which is a primary goal of scientific inquiry within the discipline of psychology.

239. (C) Tactile mechanoreceptors.
The sensation of skin being touched or displaced is detected by tactile mechanoreceptors. These specialized cells in the skin respond to mechanical pressure or displacement and convert it into neural signals. This information is then sent to the brain, allowing us to perceive touch and interact with objects in our environment, which is fundamental for both sensing external conditions and manipulating tools.

240. (D) biological foundations of behavior.
The study of how the endocrine system's hormones influence emotional activity and physical growth is a key part of the biological foundations of behavior. This field investigates the physiological mechanisms that underlie psychological processes. By understanding the role of chemical messengers, researchers can explain how the body's internal systems interact with the nervous system to drive behavior, temperament, and various developmental stages.

241. (C) 1 and 3 only
Psychology is a scientific discipline because it uses empirical methods to gather data and test theories. It also maintains strong relationships with both natural and social sciences due to its focus on biological foundations and social influences. However, its scope is not limited only to mental disorders; it includes the study of basic processes, lifespan development, and practical applications in many settings.

242. (B) flexible unstructured interview.
When a researcher asks clarifying, open-ended questions during an interview, it is characteristic of a flexible, unstructured format. This approach allows the participant to provide more detailed information and enables the investigator to explore interesting topics as they emerge. This qualitative method is valuable for gaining in-depth insights into an individual's unique experiences and perspectives, offering more depth than a rigid structured interview.

243. (C) visual accommodation.
Visual accommodation is the physiological process by which the lens of the eye changes its curvature to focus on objects at different distances. By adjusting its shape, the lens ensures that incoming light is precisely refracted onto the retina, maintaining a clear and sharp image. This ability is essential for depth perception and for our ability to see both near and far objects.

244. (D) Foundational Indian Psychology.
The idea that personality is influenced by the balance of three fundamental qualities or 'gunas'—sattva, rajas, and tamas—is a core concept from foundational Indian Psychology. This framework explains individual differences in temperament and behavior based on the predominance of these qualities. It offers a unique holistic perspective on human personality, focusing on the refinement of internal qualities for psychological well-being.

245. (A) the biological foundations of behavior.
The biological foundations of behavior is a field of study that focuses on how the nervous system, hormones, and genetics influence behavior and mental processes. This area examines the physiological mechanisms that drive human thought and action. By exploring these biological underpinnings, psychologists can explain the physical basis for various psychological phenomena, bridging the gap between life sciences and the study of behavior.

246. (B) Both Statement I and Statement II are false.
Both statements are incorrect regarding research methods. The experimental method involves the systematic manipulation of variables to establish causality, not naturalistic description. Conversely, the observation method is descriptive and cannot be used to determine cause-and-effect relationships. Understanding these fundamental differences is essential for choosing the correct research design based on the goals and limitations of a psychological scientific study.

247. (D) produce a response through secretion.
Glands are classified as effectors because they produce a physical response following signals from the nervous system. Unlike muscles that contract, glands execute responses through the secretion of chemical messengers like hormones. These secretions regulate various physiological and psychological processes, such as stress responses and metabolic rates. Together with muscles, glands allow the organism to respond effectively to internal and external environmental changes.

248. (A) Interactional Social Psychology.
The study of how attitudes are formed and changed is a central topic within the scope of social psychology. This subfield explores how individuals are influenced by their social context and interpersonal relationships. By investigating the factors that drive persuasion and social perception, social psychologists gain insight into how societal messages and group dynamics shape

Downloaded from www.pdf.tube

individual beliefs and behavioral tendencies in various settings.

249. (C) Internal cochlea.
The receptors for auditory sensation, known as hair cells, are located within the internal cochlea of the inner ear. As sound vibrations pass through this fluid-filled structure, the hair cells convert the mechanical energy into neural impulses. These signals are then transmitted via the auditory nerve to the brain for processing, enabling the perception of sound and our awareness of the acoustic environment.

250. (B) provides a great deal of in-depth information.
A major strength of the case study method is that it provides a great deal of in-depth and detailed information about a single individual or group. This intensive investigation allows researchers to explore complex psychological phenomena and rare conditions that may be missed by other methods. While it lacks generalizability, its qualitative depth is invaluable for developing comprehensive theories about unique cases.

251. (B) P-2, Q-1, R-4, S-3
Each sensory modality utilizes specialized receptors to detect environmental energy. Vision relies on photoreceptor rods and cones, while audition uses hair cells in the cochlea. Touch and pressure are sensed by mechanoreceptors, and temperature is detected by thermoreceptors. This specialized detection system ensures that the brain receives accurate information about various physical stimuli, allowing for a comprehensive perception of the surrounding environment.

252. (D) biologically heritable.
The genetic basis of behavior explores the extent to which psychological characteristics and behavioral tendencies are biologically heritable. This field investigates how genes passed from parents to offspring influence traits like personality and intelligence. While recognizing environmental factors, this perspective emphasizes that our biological makeup provides the foundational blueprint and predispositions that shape human development and individual behavioral differences across generations.

NODIA

253. (A) Influencing emotional activity and personality development.
A primary role of hormones is to influence emotional activity and long-term personality development. Secreted by endocrine glands, these chemical messengers regulate various physiological processes that drive temperamental differences and stress responses. By modulating brain neurochemistry, hormones contribute to the consistent behavioral patterns and moods that define an individual's personality across various situations throughout the human lifespan and developmental stages.

254. (B) Both A and R are true but R is not the correct explanation of A.
Psychology is indeed both a social science and a natural science, as it examines behavior from both environmental and biological perspectives. However, the fact that it is a natural science does not explain why it is a social science. Instead, these are two different but overlapping classifications of the discipline, reflecting its uniquely broad scope and interdisciplinary nature in studying the human experience.

255. (C) Longitudinal Developmental Psychology.
Developmental psychology is the subfield focused on the systematic study of how individuals change over time from childhood to adulthood. A study following the development of morality across different life stages is a perfect example of this area's scope. By exploring how psychological processes like reasoning and behavior evolve with age, developmental psychologists gain insight into the maturation and life experiences of individuals.

256. (D) The experiment involves manipulating a variable, while the survey measures existing attitudes or behaviors.
The primary distinction between an experiment and a survey lies in the level of researcher intervention. An experiment involves the systematic manipulation of an independent variable to observe its effect, allowing for causal conclusions. A survey, however, is a descriptive method that measures existing attitudes or behaviors through self-report. While surveys provide a broad overview, experiments are essential for testing definitive causal hypotheses.

257. (A) adjustor mechanism.
The brain and spinal cord together constitute the primary adjustor mechanism of the body. This system is responsible for receiving and integrating sensory information from various receptors and then coordinating an appropriate behavioral response. By processing incoming signals and making decisions, the adjustor transmits motor commands to the effectors, ensuring that an organism's reactions are adaptive and purposeful in its environment.

258. (B) Traditional Indian Psychology.
The concept of 'self-realization' as the primary goal of personality development is a central theme in traditional Indian Psychology. This holistic approach draws from ancient philosophical systems to understand growth as a journey toward higher consciousness and the discovery of the true self. By refining mental and spiritual states, individuals seek to achieve internal harmony, which distinguishes this framework from more reductionistic Western models.

259. (C) regulate the amount of light entering the eye.
The iris is the pigmented muscular structure in the eye responsible for regulating the size of the pupil. By contracting or dilating, the iris controls the amount of light that reaches the retina. This function is essential for maintaining clear vision and protecting the delicate photoreceptors from being overwhelmed by bright light while allowing enough light in dim conditions for perception.

260. (D) descriptive survey method.
A study that collects data from a large, nationally representative sample about their happiness is an example of the descriptive survey method. This research approach allows for the efficient gathering of self-reported information on attitudes and well-being from many people. By analyzing the results, researchers can identify broad trends and patterns within a population, providing a wide overview of psychological characteristics.

261. (D) 1, 2 and 3
Psychological research utilizes multiple valid methods to achieve different goals. The case study provides rich qualitative data, while the experimental method is designed to establish cause-and-effect relationships through manipulation. The survey method is a highly efficient way to collect data from large populations. Each of these techniques contributes unique and necessary perspectives to the scientific study of human behavior and mental processes.

262. (B) physiological and genetic processes.
The biological foundations of behavior emphasize that psychological phenomena are rooted in physiological and genetic processes. This perspective examines how brain structures, the nervous system, and heredity influence mental states and actions. By understanding the physical mechanisms underlying behavior, psychologists can explain the biological basis for perceptions, emotions, and individual differences, providing a more comprehensive scientific understanding of the individual.

263. (C) cochlea; brain
The auditory nerve is responsible for transmitting neural signals from the cochlea in the inner ear to the brain for processing. After specialized hair cells in the cochlea transduce mechanical sound vibrations into electrochemical impulses, the auditory nerve carries this information to the auditory cortex. This allows the brain to interpret the signals as sounds, enabling our perception of the auditory world.

264. (D) systematic observation and measurement.
Psychology's status as a science is based on its commitment to systematic observation and measurement. This means that psychological knowledge is derived from planned, objective data collection and analysis rather than subjective belief or intuition. By following established scientific protocols, psychologists ensure that their conclusions are based on verifiable evidence, allowing for the reliable testing and refinement of theories about behavior and processes.

265. (A) the endocrine system.
The role of hormones in personality development suggests that temperament and behavioral tendencies are influenced by the endocrine system. Fluctuations in hormone levels can impact emotional reactivity and mood, contributing to the consistent patterns that define an individual's personality. By studying these biological mechanisms, psychologists can better understand how physiological factors interact

Click Here to Buy book on Amazon

with the environment to shape stable individual differences.

266. (B) Survey - Responses may be inaccurate or biased.
A major limitation of the survey method is that participants' responses may be inaccurate or biased due to memory errors or social desirability bias. Because the data is self-reported, it reflects the participant's perception rather than objective fact. This drawback contrasts with experimental methods that aim for causality or naturalistic observation that records actual behavior, highlighting the importance of using multiple research approaches.

267. (D) integrating information between sensory input and motor output.
The central nervous system acts as the 'adjustor' by integrating information between sensory input and motor output. It receives signals from various receptors, processes that information in the brain and spinal cord, and coordinates an appropriate behavioral response. By transmitting motor commands to the effectors, the adjustor ensures that the organism's actions are adaptive and effective in responding to environmental changes.

268. (A) consciousness, the self, and methods of self-realization.
The history of Indian Psychology is characterized by its deep focus on consciousness, the nature of the self, and methods of self-realization. Drawing from ancient philosophical traditions, this approach seeks to understand the human experience from a holistic and experiential perspective. By emphasizing internal growth and well-being, Indian Psychology offers unique insights into the potential of the human mind and spirit.

269. (C) Somatic skin.
The receptors for the sense of touch, pressure, and temperature are primarily located within the somatic skin. These specialized cutaneous receptors detect mechanical and thermal changes in the environment and convert them into neural signals. This information is then sent to the brain, allowing us to perceive physical contact and thermal conditions, which is essential for interacting with our physical surroundings.

270. (A) Both Statement I and Statement II are true.
Both statements regarding the biological basis of behavior are accurate. Genes are indeed the fundamental units of heredity that carry instructions for development, and hormones are chemical messengers that can significantly influence emotions and behavior. Together, these factors provide the biological foundation for human characteristics, interacting with environmental experiences to shape an individual's unique psychological and physiological development over time.

271. (A) P-4, Q-2, R-3, S-1
Understanding the fundamental concepts of psychology involves identifying their specific characters and roles. The nature of psychology refers to its character as a scientific discipline, while its scope encompasses the range of topics and applications within the field. Receptors are sensory organs that detect stimuli, and effectors are muscles and glands that execute responses, completing the sequence from detection to action.

272. (D) the presence of the observer may alter the behavior being observed.
A key limitation of the observation method is the potential for observer effects, where the presence of the researcher may alter the behavior being observed. Individuals may act differently if they know they are being watched, which can distort the data. To minimize this, researchers often use unobtrusive methods to ensure they are recording authentic behaviors in their natural setting.

NODIA

273. (A) Sensory optic disc.
The optic disc is the part of the eye where the optic nerve exits the retina to carry signals to the brain. Because this specific area contains no photoreceptors, it creates a "blind spot" in the visual field. We are generally unaware of this gap because our brain fills in the missing information based on the surrounding visual context and eye movement.

274. (C) A is true but R is false.
The survey method is indeed an efficient way to gather data on the attitudes and opinions of a large population. However, it is false to state that it is the best method for establishing cause-and-effect relationships. Experiments, which involve

the systematic manipulation of variables under controlled conditions, are the only research method capable of establishing definitive causal links between phenomena.

275. (C) adrenal adrenaline and the flight response.
The role of hormones in emotional activity is clearly seen in the link between the release of adrenaline from the adrenal glands and the fight-or-flight response. When a threat is perceived, this chemical surge prepares the body for action, increasing heart rate and alertness. This physiological reaction directly impacts the psychological experience of fear or anger, showing the powerful influence of the endocrine system.

276. (D) heredity influences predispositions for certain behaviors and traits.
The genetic basis of behavior is best described as the study of how heredity influences predispositions for certain behaviors and traits. It explores how inherited biological material provides a blueprint for the nervous system and influences individual differences. This perspective emphasizes that while genetics do not dictate every action, they provide the biological foundation that interacts with environmental factors to shape human characteristics.

277. (A) positive psychology and well-being.
Indian Psychology's focus on personality development as a spiritual unfolding makes its scope particularly relevant for positive psychology and well-being. This holistic approach emphasizes the cultivation of internal qualities and the attainment of higher states of consciousness for fulfillment. By integrating these principles, psychologists can offer unique tools for enhancing human potential and internal harmony, which are central goals of positive psychological research.

278. (B) Systematic observation method
The systematic observation method involves recording behavior as it occurs without any manipulation of variables. This descriptive research technique allows researchers to gather authentic data in natural settings, providing high ecological validity. By following a structured protocol for recording what is seen, investigators can identify behavioral patterns and social interactions, although this method cannot establish definitive cause-and-effect relationships between phenomena.

279. (C) Eardrum → Ossicles → Cochlea
Sound vibrations travel through a specific sequence of structures to reach the inner ear. They first strike the eardrum, causing it to vibrate. These vibrations are then amplified by the middle ear ossicles (malleus, incus, and stapes) before finally reaching the fluid-filled cochlea. In the cochlea, the mechanical energy is transduced into neural signals by specialized hair cells for auditory processing.

280. (D) cultural anthropology.
A psychologist studying how different cultures define "intelligence" is examining the intersection between psychology and cultural anthropology. This research explores how societal values and cultural contexts shape individual cognitive concepts and behavioral norms. By integrating anthropological perspectives, psychologists can develop a more comprehensive understanding of how human thought and behavior are influenced by the diverse cultural environments in which individuals live and grow.

281. (A) carry out a response or action.
The term 'effector' refers to the parts of the body that carry out a response or physical action following signals from the nervous system. These organs primarily include muscles, which contract to produce movement, and glands, which execute responses through the secretion of hormones or other substances. Together, they allow the organism to respond effectively and adaptively to stimuli in the environment.

282. (B) progressive and self-correcting.
The nature of psychology as a science implies that it is progressive and self-correcting. Scientific knowledge is built upon systematic observation and experimentation, allowing for theories to be tested and refined over time. When new empirical evidence emerges that refutes existing ideas, the scientific community revises its understanding. This commitment to evidence ensure that the discipline remains grounded in verifiable facts and objective research.

Downloaded from www.pdf.tube

283. (C) Systematic analysis of existing communications.
A key feature of the content analysis method is the systematic and objective analysis of existing communications, such as texts, media, or records. This research technique allows for the identification of patterns and themes without requiring direct interaction with participants. It is an effective tool for studying psychological and social characteristics as they are expressed through various forms of written or visual media.

284. (D) color vision and detail.
The primary function of the cones in the retina is to enable color vision and the perception of fine detail in bright light. Concentrated in the central part of the retina, cones allow for maximum visual acuity, which is essential for tasks like reading and recognition. In contrast, rods are more sensitive to low light levels and are primarily involved in night vision.

285. (A) self-knowledge and enlightenment.
In Indian Psychology, personality development is viewed as a holistic movement from a state of ignorance toward a state of self-knowledge and enlightenment. This perspective draws from ancient philosophical traditions to emphasize the discovery of the true self and the attainment of higher consciousness. By refining mental and spiritual states, the individual achieves internal harmony and a deeper understanding of reality.

286. (A) 1 only
Biological foundations of behavior involve a sequence where receptors detect stimuli, adjustors integrate information, and effectors execute responses. However, it is incorrect to say that hormones have no role in physical growth; they are primary regulators of it. Additionally, the genetic basis of behavior suggests that traits result from the interaction between DNA and the environment rather than being determined by genetics alone.

287. (C) Investigating the effect of brain lesions on language ability.
Investigating the effect of brain lesions on language ability perfectly represents the relationship between psychology and the natural sciences. This research examines how physical changes in brain structure directly impact behavioral and cognitive functions. By exploring the biological foundations of behavior through the study of physiology and neuroscience, psychologists can explain the physical mechanisms that underlie various complex psychological phenomena.

288. (D) Clinical or case study
For an in-depth exploration of a rare psychological disorder in a single patient, the clinical or case study method is most appropriate. This intensive research approach allows for a detailed investigation of the specific factors and developmental history of the individual. By gathering comprehensive qualitative data, researchers can gain valuable insights into rare conditions that might be difficult to study using larger group methods.

289. (A) mood, energy level, and stress response.
The role of hormones in personality development is demonstrated by the association between endocrine imbalances and changes in mood, energy levels, and stress responses. These chemical messengers modulate physiological processes that drive consistent behavioral patterns and temperamental differences. By studying these biological influences, psychologists can better understand how the internal chemical environment of the body contributes to stable individual personality characteristics.

290. (A) Both A and R are true and R is the correct explanation of A.
The central nervous system serves as the adjustor mechanism in behavior because it integrates sensory information and coordinates appropriate responses. It receives input from receptors, processes the data in the brain and spinal cord, and determines the most adaptive course of action. By sending motor commands to the effectors, the central adjustor ensures that the organism's reactions are purposeful and effective.

291. (C) Somatic pain detection
Somatic pain detection is a primary type of skin sensation detected by specialized cutaneous receptors. These receptors respond to potentially harmful stimuli and transmit information to the central nervous system, serving as a vital warning system for the body. Other primary skin sensations include touch, pressure, and temperature,

NODIA

while auditory or olfactory detections involve specialized systems within other sensory organs.

292. (D) both basic research and the application of research to solve problems.
The scope of psychology is comprehensive, including both basic research and the application of that research to solve real-world problems. Basic research focuses on expanding our fundamental understanding of behavior and mental processes. Applied psychology utilizes these scientific principles in areas like mental health, education, and industry, demonstrating the discipline's practical relevance in improving human life and addressing societal needs.

293. (A) systematic behavior genetics
The genetic basis of behavior is systematically studied in the field of behavior genetics. This area of research explores the extent to which psychological characteristics, such as personality and intelligence, are influenced by heredity. By investigating how genes interact with environmental factors, behavior geneticists gain insight into the biological foundations of individual differences and the hereditary transmission of various psychological traits.

294. (B) transduce mechanical vibrations into nerve impulses.
In the process of hearing, the primary function of the cochlea is to transduce mechanical sound vibrations into electrochemical nerve impulses. As vibrations travel through this fluid-filled structure, they stimulate specialized hair cells, which generate neural signals. These signals are then transmitted to the brain for processing, enabling the perception of sound and our awareness of the surrounding acoustic environment.

295. (C) supported by empirical evidence.
The nature of psychology as a science requires that its theories be supported by empirical evidence gathered through systematic observation and experimentation. This means that conclusions must be based on verifiable data rather than tradition or subjective intuition. By relying on objective measurement, psychologists ensure that their findings are reliable, replicable, and subject to scientific testing and revision based on facts.

296. (D) Statement I is false, but Statement II is true.
It is incorrect to claim that psychology has no relationship with social sciences like sociology; in fact, they share an overlapping interest in how group dynamics influence individual behavior. On the other hand, Statement II correctly notes that psychology has a strong relationship with natural sciences like biology, which is demonstrated through the study of the physiological and genetic foundations of behavior.

297. (A) role in the stimulus-response sequence.
A key difference between receptor and effector mechanisms lies in their respective roles within the stimulus-response sequence. Receptors are responsible for detecting stimuli from the environment and generating neural signals. Effectors, such as muscles and glands, execute the actual behavioral response or action based on commands from the nervous system. Understanding this distinction is essential for describing the biological chain of behavior.

298. (B) the nature of consciousness.
The historical view of Indian Psychology suggests that its primary concern is understanding the nature of consciousness and the true self. Drawing from ancient philosophical and spiritual traditions, this approach explores mental processes through holistic and experiential perspectives. By emphasizing internal growth and self-realization, Indian Psychology offers a unique framework for psychological inquiry that focuses on the blissful core of the self.

299. (C) scientific control group
In an experimental study, the group that does not receive the treatment or manipulation is known as the control group. This group serves as a baseline for comparison, allowing researchers to determine if the changes observed in the experimental group are actually caused by the independent variable. This structured design is essential for ensuring the validity and reliability of experimental findings.

300. (D) Muscular iris.
The muscular iris is the structure in the eye responsible for controlling the size of the pupil and regulating the amount of light that enters. By dilating or contracting, the iris ensures that the retina receives the appropriate intensity of

Click Here to Buy book on Amazon

light for clear vision under various illumination levels. This function is critical for maintaining visual acuity and protecting the eye's delicate photoreceptor cells.

www.nodia.in

Downloaded from www.pdf.tube

CHAPTER 02
Attention perception and Learning

NODIA

1. Which of the following best defines attention in psychology?
(A) The process of encoding sensory information into long-term memory.
(B) Focusing on specific stimuli while filtering out other environmental input.
(C) Performing several tasks simultaneously without losing any performance speed.
(D) A state of physiological arousal in the nervous system to a specific stimulus.

2. According to the laws of perceptual organization, the tendency to perceive objects that are close to each other as forming a group is known as:
(A) Law of Proximity
(B) Law of Similarity
(C) Law of Closure
(D) Law of Continuity

3. Consider the following statements about learning:
Statement I: Learning is a relatively permanent change in behavior that occurs as a result of experience.
Statement II: Changes in behavior due to maturation, fatigue, or drugs are considered examples of learning.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

4. Which of the following is an example of a method used in verbal learning?
(A) Shaping
(B) Chaining
(C) Systematic desensitization
(D) Paired-associate learning

5. Which of the following determinants of attention is considered an internal factor?
(A) The physical intensity of the stimulus.
(B) The perceived novelty of the stimulus.
(C) The internal motives of the individual.
(D) The spatial dimensions of the stimulus.

6. A security guard at an airport must monitor a screen for the faint image of a weapon in a suitcase. In the context of Signal Detection Theory, correctly identifying a weapon when it is present is called a:
(A) Miss
(B) Hit
(C) False Alarm
(D) Correct Rejection

7. Which of the following is NOT a law of perceptual organization as proposed by Gestalt psychologists?
(A) Law of Common Fate
(B) Law of Pragnanz
(C) Law of Similarity
(D) Law of Effect

8. In Pavlov's experiments, the bell, after being paired with food, eventually elicited salivation on its own. In this context, the bell is the:
(A) Conditioned Stimulus (CS)
(B) Unconditioned Stimulus (US)
(C) Unconditioned Response (UR)
(D) Conditioned Response (CR)

9. Which of the following statements about verbal learning materials is incorrect?
(A) Meaningful materials are generally learned more easily than non-meaningful materials.
(B) CVC trigrams (e.g., 'GAK') are examples of materials with low meaningfulness.
(C) The length of the material has no impact on the speed of learning.
(D) Familiar words are learned faster than unfamiliar or rare words.

10. Which concept explains why a child who is afraid of a white rabbit may also become afraid of a white Santa Claus beard?
(A) Generalization

(B) Discrimination
(C) Extinction
(D) Spontaneous Recovery

11. Consider the following statements regarding attention:
I. Divided attention refers to the ability to focus on a single task for a prolonged period.
II. Selective attention is the process of focusing on a particular object in the environment for a certain period.
III. The biological basis of attention involves structures like the reticular activating system and the frontal lobes.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

12. The phi phenomenon, where two or more stationary lights blinking in succession are perceived as a single moving light, is an example of:
(A) Real movement perception
(B) Apparent movement perception
(C) Autokinetic effect
(D) Depth perception

13. According to B.F. Skinner, what is the most effective way to establish and maintain a desired behavior?
(A) Through punishment of undesired behaviors
(B) Through observation and modeling
(C) Through continuous reinforcement
(D) Through negative reinforcement of desired behaviors

14. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Signal Detection Theory, a person's response bias (β) can influence their decision-making under uncertainty.
Reason (R): A liberal response bias (low β) means the observer is more likely to say 'yes' (signal present), leading to more hits but also more false alarms.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

15. The 'cocktail party effect', where one can focus on a single conversation in a noisy room, is a classic example of:
(A) Selective attention
(B) Divided attention
(C) Sustained attention
(D) Attentional blink

16. Which perceptual law best explains why we perceive a flock of birds flying in the same direction as a single group?
(A) Law of Proximity
(B) Law of Common Fate
(C) Law of Closure
(D) Law of Similarity

17. In operant conditioning, a stimulus that is removed following a behavior to increase the probability of that behavior is called:
(A) Positive reinforcement
(B) Negative reinforcement
(C) Positive punishment
(D) Negative punishment

18. Match List I with List II.
List I: (Learning Concept)
P. Law of Effect
Q. Latent Learning
R. Classical Conditioning
S. Operant Conditioning
List II: (Theorist)
1. Ivan Pavlov
2. Edward Thorndike
3. B.F. Skinner
4. Edward Tolman
(A) P-2, Q-4, R-1, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

19. The method of verbal learning where the participant must learn a list of items in the exact order they are presented is known as:
(A) Free recall
(B) Paired-associate learning
(C) Serial learning

Click Here to Buy book on Amazon

(D) Cued recall

20. Which brain structure is critically involved in arousal and the basic biological regulation of attention?
(A) Cerebellum
(B) Hippocampus
(C) Amygdala
(D) Reticular Activating System (RAS)

21. The ability to recognize a familiar tune even when it is played by different instruments or in a different key is an example of:
(A) Picture perception
(B) Depth perception
(C) Pattern recognition
(D) Signal detection

22. A student learns to distinguish between the chemical symbols 'Na' for sodium and 'K' for potassium. This is an example of:
(A) Discrimination
(B) Generalization
(C) Extinction
(D) Spontaneous recovery

23. Which of the following is NOT a determinant of attention?
(A) Size of the stimulus
(B) Repetition of the stimulus
(C) Color of the stimulus
(D) Latent content of the stimulus

24. Arrange the following stages of classical conditioning in the correct chronological order:
I. Acquisition
II. Spontaneous Recovery
III. Extinction
(A) I, III, II
(B) II, I, III
(C) III, II, I
(D) I, II, III

25. A rat in a maze learns the layout of the maze without any reward, but only demonstrates this learning when a reward is introduced. This phenomenon, studied by Tolman, is known as:
(A) Observational learning
(B) Insight learning
(C) Latent learning
(D) Programmed learning

26. Which model of selective attention proposes that the filter for incoming information is not all-or-none but rather an attenuator that weakens unattended stimuli?
(A) Broadbent's Filter Model
(B) Treisman's Attenuation Model
(C) Deutsch and Deutsch's Late Selection Model
(D) Neisser's Synthesis Model

27. The monocular depth cue in which parallel lines appear to converge in the distance is known as:
(A) Texture gradient
(B) Interposition
(C) Relative size
(D) Linear perspective

28. Consider the following statements:
Statement I: In programmed learning, information is presented in small, sequential steps called frames.
Statement II: Programmed learning does not provide immediate feedback to the learner.
Which of the statement(s) above is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

NODIA

29. Clark Hull's theory of learning is primarily a:
(A) Cognitive theory
(B) Social learning theory
(C) Drive-reduction theory
(D) Field theory

30. In verbal learning, the tendency for items at the beginning and end of a list to be recalled better than items in the middle is known as the:
(A) Serial position effect
(B) Von Restorff effect
(C) Zeigarnik effect
(D) Garcia effect

31. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Broadbent's model, selective attention operates at an early stage of processing.
Reason (R): The model posits a sensory filter that allows information to pass through based on physical characteristics, blocking out

unattended information completely before semantic analysis.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

32. The process of filling in the gaps to perceive incomplete figures as complete is called:
(A) Similarity
(B) Closure
(C) Proximity
(D) Continuity

33. Which of the following represents a key concept in Thorndike's theory of learning?
(A) Cognitive maps
(B) Unconditioned reflexes
(C) The Law of Effect
(D) Schedules of reinforcement

34. The use of CVC trigrams (e.g., 'BOK', 'TUV') was pioneered by Hermann Ebbinghaus to study:
(A) Attention span
(B) Perceptual organization
(C) Classical conditioning
(D) Verbal learning and memory

35. The parameter 'd-prime' (d') in Signal Detection Theory is a measure of:
(A) The observer's response bias
(B) The number of false alarms
(C) The sensitivity of the observer to the signal
(D) The probability of a hit

36. Perceiving a sequence of still images as continuous motion, as in a movie, is based on the principle of:
(A) Autokinetic effect
(B) Stroboscopic motion (Phi phenomenon)
(C) Motion parallax
(D) Retinal disparity

37. Consider the following statements about learning theories:
I. Tolman's theory emphasized the role of purpose and cognition in learning.
II. Hull's theory is a strictly S-R theory without any intervening variables.
III. Thorndike's experiments often involved cats in puzzle boxes.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

38. Which type of programmed learning allows learners to skip sections they have mastered and provides remedial loops for those who make errors?
(A) Linear programming
(B) Generative programming
(C) Mathetics programming
(D) Branching programming

39. The gradual weakening and disappearance of a conditioned response when the conditioned stimulus is repeatedly presented without the unconditioned stimulus is called:
(A) Acquisition
(B) Spontaneous recovery
(C) Discrimination
(D) Extinction

40. Match List I with List II.
List I: (Perceptual Cue)
P. Retinal Disparity
Q. Linear Perspective
R. Interposition
S. Convergence
List II: (Type of Cue)
1. Monocular Cue
2. Binocular Cue
(A) P-1, Q-1, R-2, S-2
(B) P-2, Q-1, R-1, S-2
(C) P-1, Q-2, R-1, S-2
(D) P-2, Q-2, R-2, S-1

41. Which of the following is considered a 'determinant of perception' related to the stimulus itself?
(A) Past experiences
(B) Motivation
(C) Stimulus intensity
(D) Emotional state

42. In Skinner's framework, a slot machine pays out on which schedule of reinforcement?
(A) Fixed-ratio

Downloaded from www.pdf.tube

(B) Variable-ratio
(C) Fixed-interval
(D) Variable-interval

43. Which of the following statements about verbal discrimination learning is correct?
(A) A method that relies heavily on the use of free recall techniques.
(B) A process identical to stimulus generalization within verbal tasks.
(C) A task that is easier when the verbal stimuli are highly dissimilar.
(D) Learning to respond uniquely to various similar verbal stimuli.

44. The biological basis of selective auditory attention is often linked to the functioning of the:
(A) Visual cortex
(B) Motor cortex
(C) Hippocampus
(D) Superior olivary nucleus and auditory cortex

45. The 'figure-ground' relationship is a fundamental principle in which area of psychology?
(A) Perceptual organization
(B) Learning theory
(C) Signal Detection Theory
(D) Verbal learning

46. According to Hull's theory, sEr = sHr x D. What does sEr stand for?
(A) Habit strength
(B) Reaction potential
(C) Drive
(D) Stimulus intensity

47. The method of verbal learning where the participant can recall items in any order is known as:
(A) Serial learning
(B) Sequential learning
(C) Free recall
(D) Paired-associate learning

48. A teacher gives a pop quiz to students at unpredictable times. This is an example of what schedule of reinforcement?
(A) Fixed-ratio
(B) Variable-ratio
(C) Fixed-interval
(D) Variable-interval

49. Deutsch and Deutsch's model of selective attention is known as a 'late selection' model because it proposes that:
(A) The filter occurs after sensory registration but before perceptual analysis.
(B) Selection is based solely on the physical characteristics of the stimulus.
(C) All incoming stimuli are fully analyzed for meaning before any selection occurs.
(D) The attentional bottleneck is located in the response system, not the perceptual system.

50. The perception of depth and distance using only one eye is possible due to:
(A) Monocular cues
(B) Retinal disparity
(C) Convergence
(D) Binocular cues

NODIA

51. Arrange the following theorists in the chronological order of their major contributions to learning theory:
I. Ivan Pavlov
II. Edward Thorndike
III. B.F. Skinner
(A) II, I, III
(B) I, II, III
(C) III, I, II
(D) II, III, I

52. What is the primary function of pattern recognition in the process of perception?
(A) To organize sensory information into stable and consistent forms.
(B) To assign meaning to an object or event by matching it with information in memory.
(C) To segregate a visual scene into a figure and a background.
(D) To detect the presence or absence of a faint stimulus.

53. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In classical conditioning, stimulus discrimination is the ability to differentiate between a CS and other similar stimuli.
Reason (R): Discrimination training involves pairing the CS with the US, while presenting

other similar stimuli without the US.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

54. The process by which we become less sensitive to a constant or unchanging stimulus is known as:
(A) Signal detection
(B) Sensory adaptation
(C) Perceptual constancy
(D) Selective attention

55. In Hull's formula sEr = sHr x D x K, what does 'K' represent?
(A) Drive
(B) Habit Strength
(C) Incentive Motivation
(D) Reaction Potential

56. Consider the following statements about verbal learning:
I. The meaningfulness of material is a major determinant of the rate of learning.
II. Paired-associate learning involves learning pairs of items, like a stimulus and a response.
III. Generalization occurs when a learned response to one verbal stimulus is also made to a similar stimulus.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

57. A template-matching theory of pattern recognition would have the most difficulty explaining our ability to:
(A) Recognize a specific, standardized font.
(B) Recognize a friend's handwritten 'A' in many different forms.
(C) Identify simple geometric shapes.
(D) Match a key to the correct lock.

58. Which of the following is a binocular cue for depth perception?
(A) Retinal disparity
(B) Texture gradient
(C) Motion parallax
(D) Linear perspective

59. A student is paid Rs. 100 for every five assignments they complete. This is an example of which schedule of reinforcement?
(A) Fixed-ratio
(B) Variable-ratio
(C) Fixed-interval
(D) Variable-interval

60. Match List I with List II.
List I: (Attention Concept)
P. Filter Theory
Q. Attenuation Theory
R. Late Selection Theory
S. Signal Detection Theory
List II: (Associated Idea)
1. Response Bias (β)
2. Semantic analysis before selection
3. All-or-nothing filter
4. Weakening of unattended signals
(A) P-1, Q-2, R-4, S-3
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-4, R-2, S-1
(D) P-2, Q-1, R-3, S-4

61. The reappearance of a previously extinguished conditioned response after a rest period is known as:
(A) Acquisition
(B) Generalization
(C) Spontaneous recovery
(D) Discrimination

62. The Gestalt law of similarity states that:
(A) Nearby objects are perceived as belonging to a single group.
(B) Gaps are filled to create a complete and whole mental object.
(C) Smooth and continuous patterns are preferred over broken ones.
(D) Similar-looking elements are perceived as part of one group.

63. Which theorist is most closely associated with the concepts of 'cognitive maps' and 'latent learning'?
(A) B.F. Skinner
(B) Clark Hull
(C) Edward Tolman

Click Here to Buy book on Amazon

(D) Ivan Pavlov

64. Which of the following would be the most difficult to learn through the method of serial learning?
(A) A list of rhyming words.
(B) The alphabet.
(C) A list of unrelated CVC trigrams.
(D) A short, meaningful poem.

65. The biological basis of attention, specifically the ability to shift attention from one location to another, is strongly associated with the:
(A) Medulla oblongata
(B) Pons
(C) Parietal lobe of the cerebral cortex
(D) Occipital lobe of the cerebral cortex

66. When you look at a railroad track, the ties appear to be closer together in the distance than they do up close. This is an example of which depth cue?
(A) Interposition
(B) Relative size
(C) Texture gradient
(D) Shading and light

67. In Skinner's terminology, any consequence that decreases the frequency of a preceding behavior is a:
(A) Reinforcer
(B) Punisher
(C) Discriminative stimulus
(D) Conditioned stimulus

68. The "nature" of perception refers to the idea that perception is:
(A) A passive process of receiving sensory data.
(B) An active process of organizing and interpreting sensory data.
(C) Entirely determined by the physical properties of the stimulus.
(D) The same as sensation.

69. Linear programmed learning is most closely associated with the work of:
(A) B.F. Skinner
(B) Norman Crowder
(C) Edward Tolman
(D) Ivan Pavlov

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Tolman, learning can occur without any obvious reinforcement.
Reason (R): His experiments on latent learning showed that rats formed 'cognitive maps' of mazes even without being rewarded, and this learning was only demonstrated when a reward was introduced.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

NODIA

71. In Signal Detection Theory, a 'false alarm' occurs when the observer reports:
(A) A signal is present, and it is.
(B) A signal is absent, but it is present.
(C) A signal is present, but it is absent.
(D) A signal is absent, and it is.

72. Seeing a 'V' shape formed by two intersecting lines rather than two separate angles is an example of the Gestalt principle of:
(A) Closure
(B) Similarity
(C) Continuity (Good Continuation)
(D) Proximity

73. Consider the following statements about Thorndike's Law of Effect:
I. Behaviors followed by satisfying consequences are more likely to be repeated.
II. Behaviors followed by unsatisfying consequences are less likely to be repeated.
III. The law applies only to human learning, not animal learning.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

74. The transfer of learning from one situation to a new, similar situation in verbal learning is called:
(A) Discrimination
(B) Generalization

(C) Paired-association
(D) Retroactive interference

75. The pulvinar nucleus, located in the _____, plays a crucial role in filtering out distracting information and directing attention.
(A) Thalamus
(B) Hypothalamus
(C) Amygdala
(D) Cerebellum

76. The perception of a physical object as having constant properties (e.g., size, shape, color) despite changes in the retinal image is known as:
(A) Perceptual illusion
(B) Perceptual constancy
(C) Perceptual set
(D) Perceptual organization

77. The process of reinforcing successive approximations of a desired behavior is called:
(A) Chaining
(B) Shaping
(C) Fading
(D) Modeling

78. Which of the following is NOT a method of verbal learning?
(A) Free recall
(B) Serial recall
(C) Paired-associate learning
(D) Latent learning

79. Match List I with List II.
List I: (Gestalt Law)
P. Proximity
Q. Similarity
R. Closure
S. Continuity
List II: (Example)
1. Perceiving ( ) as a circle
2. Perceiving || || || as three groups of two lines
3. Perceiving >>>>> as a group
4. Seeing a winding road as one single road
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-3, R-1, S-4
(C) P-3, Q-4, R-2, S-1
(D) P-4, Q-1, R-3, S-2

80. According to Neisser, perception is a cyclical process of anticipation, information pickup, and modification. This view integrates which two forms of processing?
(A) Automatic and controlled processing
(B) Conscious and unconscious processing
(C) Bottom-up and top-down processing
(D) Serial and parallel processing

81. In a picture, one object partially obscures another. The partially obscured object is perceived as being farther away. This is the monocular depth cue of:
(A) Linear perspective
(B) Interposition
(C) Texture gradient
(D) Relative size

82. In Hull's drive-reduction theory, 'habit strength' (sHr) is primarily a function of:
(A) The number of reinforced trials
(B) The magnitude of the reward
(C) The level of physiological drive
(D) The delay of reinforcement

83. Which of the following is a primary determinant of attention related to the state of the individual?
(A) Contrast
(B) Motion
(C) Interest
(D) Size

84. The type of pattern recognition theory that suggests we recognize patterns by breaking them down into their elementary components is known as:
(A) Template theory
(B) Prototype theory
(C) Feature-analysis theory
(D) Gestalt theory

85. Arrange the following steps of classical conditioning using Pavlov's experiment as a reference:
I. Presentation of food (US) elicits salivation (UR).
II. Repeated pairing of bell (CS) and food (US).
III. Presentation of bell (CS) alone elicits salivation (CR).
(A) I, II, III
(B) III, II, I

NODIA

(C) II, III, I
(D) II, I, III

86. Consider the following statements:
Statement I: The primary difference between classical and operant conditioning is that classical conditioning involves voluntary behaviors, while operant conditioning involves reflexive responses.
Statement II: In operant conditioning, the organism's response operates on the environment to produce a consequence.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

87. The concept of 'pragnanz' in Gestalt psychology refers to the idea that our perception will be:
(A) As complex as the stimulus allows.
(B) As good (simple, regular, symmetrical) as possible.
(C) Entirely determined by past experience.
(D) Broken down into its smallest feature components.

88. Which of the following best describes the 'nature' of learning?
(A) A temporary change in behavior due to maturation.
(B) A process inferred from changes in performance.
(C) An innate reflex present from birth.
(D) A change in behavior caused by illness or fatigue.

89. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Paired-associate learning is more difficult when the stimulus and response items are highly similar to each other.
Reason (R): High intra-list similarity increases the likelihood of interference and makes discrimination between pairs more challenging.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

90. In Signal Detection Theory, a 'miss' occurs when the observer reports:
(A) A signal is present, and it is.
(B) A signal is absent, but it is present.
(C) A signal is present, but it is absent.
(D) A signal is absent, and it is.

91. The binocular cue for depth perception that involves the brain registering the tension in the eye muscles as they turn inward to focus on an object is:
(A) Retinal disparity
(B) Convergence
(C) Accommodation
(D) Motion parallax

92. Consider the following statements regarding learning theorists:
I. Thorndike proposed the 'Law of Effect'.
II. Skinner is known for his work on classical conditioning.
III. Tolman emphasized the cognitive aspects of learning.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

93. The primary characteristic of branching programmed learning is that it:
(A) It offers a strictly uniform and linear path to all learners.
(B) It relies primarily on the principles of classical conditioning.
(C) It offers various remedial loops based on learner performance.
(D) It was developed and popularized by theorist Edward Thorndike.

94. Which of the following is an external determinant of attention?
(A) Habit
(B) Interest
(C) Motion
(D) Attitude

95. The prototype theory of pattern recognition suggests that we recognize objects by:

Downloaded from www.pdf.tube

(A) Matching sensory input to a stored, exact representation or template.
(B) Identifying an object by analyzing it into a set of distinct features.
(C) Comparing the input to an idealized, average representation of a class.
(D) Organizing sensory information according to the Gestalt organization laws.

96. A child learns that whining gets them a toy. This is an example of learning through:
(A) Classical conditioning
(B) Operant conditioning
(C) Latent learning
(D) Observational learning

97. What is the key difference between generalization and discrimination in learning?
(A) Generalization is responding to similarities, while discrimination is responding to differences.
(B) Generalization occurs in classical conditioning, while discrimination occurs in operant conditioning.
(C) Generalization is a conscious process, while discrimination is unconscious.
(D) Generalization involves verbal material, while discrimination involves non-verbal material.

98. Match List I with List II.
List I: (Theory Component)
P. Unconditioned Stimulus (US)
Q. Reinforcement
R. Cognitive Map
S. Law of Effect
List II: (Associated Theory)
1. Skinner's Operant Conditioning
2. Pavlov's Classical Conditioning
3. Thorndike's Connectionism
4. Tolman's Sign Learning
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-1, S-2
(D) P-3, Q-4, R-2, S-1

99. The study of how people learn lists of words, nonsense syllables, and other verbal material falls under the domain of:
(A) Perceptual learning
(B) Motor learning
(C) Verbal learning
(D) Social learning

100. The brain's frontal lobes, particularly the prefrontal cortex, are essential for which aspect of attention?
(A) Basic arousal and alertness
(B) Orienting to sensory stimuli
(C) Executive control, planning, and goal-directed attention
(D) Filtering auditory information

NODIA

101. The perception of a door as rectangular even when it is partially open and projects a trapezoidal image on the retina is an example of:
(A) Size constancy
(B) Shape constancy
(C) Color constancy
(D) Brightness constancy

102. Thorndike's experiments with cats in puzzle boxes provided evidence for his theory of:
(A) Insight learning
(B) Trial-and-error learning
(C) Observational learning
(D) Latent learning

103. Which model of selective attention faced criticism for being unable to explain how unattended information (like one's own name) can sometimes capture attention?
(A) Treisman's Attenuation Model
(B) Broadbent's Filter Model
(C) Deutsch and Deutsch's Late Selection Model
(D) Neisser's Synthesis Model

104. When a moving object is viewed, the changing position of the object on the retina is a primary cue for:
(A) Depth perception
(B) Distance perception
(C) Movement perception
(D) Pattern recognition

105. Arrange the following theoretical perspectives on learning in chronological order of their emergence:
I. Connectionism (Thorndike)
II. Behaviorism (Thorndike, Pavlov, Skinner)
III. Cognitivism (Tolman)
(A) I, III, II

(B) I, II, III
(C) II, I, III
(D) III, II, I

106. Consider the following statements:
Statement I: In Signal Detection Theory, a conservative response bias (high β) leads to fewer false alarms but also fewer hits.
Statement II: The sensitivity measure d' is independent of the observer's response bias.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

107. The Gestalt law of 'figure-ground' states that:
(A) We tend to group objects that are similar.
(B) We organize our perception into an object that stands out and a background.
(C) We tend to perceive continuous patterns.
(D) We fill in missing parts of a figure.

108. In Hull's neo-behaviorist theory, which of the following is considered an intervening variable?
(A) The number of learning trials.
(B) The speed of the rat in the maze.
(C) Habit strength (sHr).
(D) The physical dimensions of the stimulus.

109. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Programmed learning materials are designed to minimize errors.
Reason (R): Based on Skinnerian principles, errors are considered unhelpful for learning, and the material should be structured in small, easy steps with immediate reinforcement for correct answers.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

110. Which of the following is a determinant of verbal learning related to the method of practice?
(A) Meaningfulness of the material
(B) Whole vs. Part learning
(C) The use of CVC trigrams
(D) The learner's motivation

111. Consider the following statements about perception:
I. Picture perception involves interpreting 2D images as representations of 3D space.
II. Depth perception is solely dependent on binocular cues.
III. The laws of perceptual organization were primarily proposed by behaviorist psychologists.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

112. After learning the Spanish word 'rojo' for red, a student finds it difficult to learn the Italian word 'rosso' for red. This is an example of:
(A) Positive transfer
(B) Proactive interference
(C) Retroactive interference
(D) Stimulus generalization

113. According to Pavlov, for conditioning to occur most effectively, the conditioned stimulus should be presented:
(A) Simultaneously with the unconditioned stimulus.
(B) Immediately after the unconditioned stimulus.
(C) A long time before the unconditioned stimulus.
(D) Shortly before the unconditioned stimulus.

114. The autokinetic effect, the apparent movement of a stationary point of light in a dark room, is a phenomenon of:
(A) Real movement perception
(B) Perceived movement
(C) Depth perception
(D) Pattern recognition

115. Which of the following is NOT a basic determinant of attention?
(A) Novelty
(B) Intensity
(C) Repetition

Click Here to Buy book on Amazon

(D) Equipotentiality

116. Match List I with List II.
List I: (SDT Outcome)
P. Hit
Q. Miss
R. False Alarm
S. Correct Rejection
List II: (Description)
1. Signal absent, Observer says 'No'
2. Signal present, Observer says 'No'
3. Signal present, Observer says 'Yes'
4. Signal absent, Observer says 'Yes'
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-2, R-4, S-1
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-4, R-1, S-3

117. Thorndike's "trial-and-error" learning is also known as:
(A) Connectionism
(B) Classical conditioning
(C) Sign learning
(D) Insight learning

118. Which statement best distinguishes perception from sensation?
(A) Sensation is the interpretation of sensory information, while perception is the detection of stimuli.
(B) Sensation and perception are identical processes.
(C) Sensation is the process of detecting stimuli, while perception is the process of interpreting and organizing that information.
(D) Sensation occurs in the brain, while perception occurs in the sensory organs.

119. A major determinant of verbal learning is 'meaningfulness'. How is meaningfulness typically operationalized in research?
(A) By the number of letters in a word.
(B) By the number of associations a word evokes.
(C) By the emotional content of a word.
(D) By the frequency of the word in the language.

120. A child learns to fear the sight of a needle (a previously neutral stimulus) after it has been repeatedly paired with the pain of an injection. In this example, the pain of the injection is the:
(A) Conditioned Stimulus (CS)
(B) Conditioned Response (CR)
(C) Unconditioned Stimulus (US)
(D) Unconditioned Response (UR)

121. Which theory of attention proposes that the bottleneck can be placed early or late depending on the demands of the task?
(A) Broadbent's Filter Model
(B) Treisman's Attenuation Model
(C) Multimode Theory (e.g., Johnston & Heinz)
(D) Deutsch & Deutsch's Late Selection Model

122. The phi phenomenon is a crucial example used by Gestalt psychologists to argue that:
(A) Perception is simply the sum of its sensory parts.
(B) The whole is different from the sum of its parts.
(C) Learning is based on trial and error.
(D) All perception is based on monocular cues.

123. A key feature of Skinner's approach to learning was its emphasis on:
(A) Internal mental states and cognitions.
(B) Observable behavior and environmental consequences.
(C) Innate drives and their reduction.
(D) The structure of the mind.

NODIA

124. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In free recall, items from the beginning of a list are often recalled well (primacy effect).
Reason (R): This is because early items have been rehearsed more and are more likely to have been transferred to long-term memory.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

125. The ability to perceive depth from 2D images, like photographs and paintings, relies heavily on:

(A) Binocular cues
(B) Convergence
(C) Pictorial (monocular) cues
(D) Retinal disparity

126. Consider the following statements about attention:
I. The biological basis of attention is localized to a single brain region.
II. Selective attention is the ability to maintain focus on a task over a long period.
III. The Signal Detection Theory provides a framework for understanding decision-making under conditions of uncertainty.
Which of the statements given above is/are correct?
(A) I and II only
(B) III only
(C) II and III only
(D) I, II and III

127. Which theorist would be most interested in how a rat develops a 'mental representation' of a maze?
(A) B.F. Skinner
(B) Ivan Pavlov
(C) Edward Tolman
(D) Edward Thorndike

128. In verbal learning, if a person learns List A, then List B, and then has trouble recalling List A, this is an example of:
(A) Proactive interference
(B) Retroactive interference
(C) Positive transfer
(D) Paired-associate learning

129. The smallest unit of speech sound that can be used to distinguish one utterance from another is known as a:
(A) Morpheme
(B) Phoneme
(C) Trigram
(D) Syllable

130. The laws of perceptual organization were developed by which school of psychology?
(A) Behaviorism
(B) Psychoanalysis
(C) Gestalt psychology
(D) Cognitive psychology

131. In the context of learning theories, which pair is correctly matched?
(A) Tolman - Operant Conditioning
(B) Hull - Classical Conditioning
(C) Thorndike - Law of Effect
(D) Skinner - Latent Learning

132. Which of the following is NOT a determinant of verbal learning?
(A) Meaningfulness of material
(B) Amount of material
(C) Distribution of practice
(D) Retinal disparity

133. The 'cocktail party phenomenon' provides evidence against which model of selective attention in its original, strictest form?
(A) Treisman's Attenuation Model
(B) Broadbent's Filter Model
(C) Deutsch & Deutsch's Late Selection Model
(D) Neisser's Perceptual Cycle

134. Match List I with List II.
List I: (Verbal Learning Method)
P. Serial Learning
Q. Paired-Associate Learning
R. Free Recall
S. Discrimination Learning
List II: (Task Example)
1. Learning a list of words to recall in any order
2. Learning foreign language vocabulary (e.g., 'cat'-'gato')
3. Learning to tell the difference between 'b' and 'd'
4. Memorizing a poem line by line
(A) P-4, Q-2, R-1, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-4, R-3, S-1

135. The process of organizing the visual field into objects that stand out from their surroundings is:
(A) Depth perception
(B) Figure-ground perception
(C) Color constancy
(D) Pattern recognition

Downloaded from www.pdf.tube

136. A parent takes away a child's video game privileges for not doing homework. This is an example of:
(A) Positive reinforcement
(B) Negative reinforcement
(C) Positive punishment
(D) Negative punishment (Omission training)

137. Which learning theorist proposed the equation sEr = f(sHr, D, K, V) to mathematically predict behavior?
(A) Edward Tolman
(B) Clark Hull
(C) B.F. Skinner
(D) Edward Thorndike

138. The fact that a novel or unexpected stimulus is more likely to capture our attention is due to which determinant?
(A) Repetition
(B) Intensity
(C) Novelty
(D) Motivation

139. In a Signal Detection task, a person's willingness to say 'Yes, I detected the signal' is captured by the parameter:
(A) d' (d-prime)
(B) β (beta)
(C) Hit rate
(D) Miss rate

140. Arrange the following models of selective attention in chronological order of their proposal:
I. Broadbent's Filter Model
II. Treisman's Attenuation Model
III. Deutsch & Deutsch's Late Selection Model
(A) I, II, III
(B) I, III, II
(C) III, II, I
(D) II, III, I

141. The perception of movement in which an object's image moves across the retina is called:
(A) Apparent movement
(B) Stroboscopic movement
(C) Real movement
(D) Induced movement

142. The main principle of programmed learning is that:
(A) Presenting learning material in large and challenging increments.
(B) Delaying feedback to ensure better long-term memory retention.
(C) Using self-paced steps that provide immediate reinforcement.
(D) Treating errors as a necessary and helpful part of the process.

143. Consider the following statements:
Statement I: In verbal learning, stimulus generalization occurs when a response learned to one stimulus is also elicited by a similar but different stimulus.
Statement II: Verbal discrimination is the process of learning to make different responses to similar stimuli.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

NODIA

144. In Pavlovian conditioning, if a new neutral stimulus is presented just before the conditioned stimulus, and over time this new stimulus also begins to elicit the conditioned response, this is known as:
(A) Second-order conditioning
(B) Extinction
(C) Latent inhibition
(D) Blocking

145. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Gestalt laws of perceptual organization are examples of top-down processing.
Reason (R): They describe how our minds impose structure and interpretation on incoming sensory information, rather than just passively receiving it.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

146. A feature-analysis model of pattern recognition would suggest that we recognize the letter 'A' by identifying its components:
(A) A holistic, triangular shape.
(B) Its similarity to a stored 'A' prototype.
(C) Two slanted lines and a horizontal crossbar.
(D) Its usual position at the beginning of the alphabet.

147. Hull's concept of 'drive' in his learning theory refers to:
(A) A specific goal or purpose.
(B) A general, non-specific state of arousal or need.
(C) The strength of a learned S-R connection.
(D) The value of the reward.

148. Consider the following statements about determinants of learning:
I. Meaningful material is learned more quickly than nonsense material.
II. Spaced practice is often more effective for long-term retention than massed practice.
III. Feedback on performance has little to no effect on the rate of learning.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

149. The ability to filter out the sound of traffic to focus on a conversation is an example of the function of which brain structure?
(A) Hippocampus
(B) Visual Cortex
(C) The thalamic reticular nucleus (TRN) acting as a gate
(D) Cerebellum

150. A police lineup where a witness must identify a suspect is an applied example of:
(A) Perceptual learning
(B) Signal detection theory
(C) Classical conditioning
(D) Programmed learning

151. Which of the following is NOT a monocular cue for depth perception?
(A) Relative Size
(B) Convergence
(C) Interposition
(D) Linear Perspective

152. In operant conditioning, 'shaping' is necessary when:
(A) The target behavior is already part of the organism's repertoire.
(B) The organism must learn to distinguish between two stimulus types.
(C) The target behavior is complex and unlikely to occur naturally.
(D) The primary goal is to extinguish a previously learned behavior.

153. A learner who quickly masters the material in a programmed learning sequence and is allowed to skip ahead to more advanced topics is likely using a:
(A) Linear program
(B) Skinnerian program
(C) Branching program
(D) Chaining program

154. Match List I with List II.
List I: (Theorist)
P. Pavlov
Q. Thorndike
R. Tolman
S. Skinner
List II: (Key Concept)
1. Cognitive Map
2. Radical Behaviorism
3. Conditioned Reflex
4. Instrumental Conditioning
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-1, R-4, S-3

155. Learning to ride a bicycle is primarily an example of:
(A) Verbal learning
(B) Perceptual learning
(C) Motor skill learning, which involves aspects of all listed learning types
(D) Classical conditioning

156. The fact that you can recognize your friend's face from different angles and in different lighting conditions is an example of:
(A) Perceptual constancy

Click Here to Buy book on Amazon

(B) The law of proximity
(C) Signal detection
(D) The phi phenomenon

157. Which schedule of reinforcement produces high rates of responding with a short pause after each reinforcement?
(A) Variable-ratio
(B) Fixed-ratio
(C) Variable-interval
(D) Fixed-interval

158. Which of the following is a determinant of attention is based on characteristics of the stimulus, not the individual?
(A) Motives
(B) Attitudes
(C) Contrast
(D) Past experience

159. The 'late selection' model of attention proposed by Deutsch and Deutsch suggests that selection for further processing occurs on the basis of:
(A) Physical characteristics
(B) Sensory modality
(C) Semantic meaning or importance
(D) Novelty of the stimulus

160. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Skinner, punishment is not a very effective method for controlling behavior in the long run.
Reason (R): Punishment only suppresses behavior temporarily and can lead to negative side effects like fear, anxiety, and avoidance.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

161. Consider the following statements about pattern recognition:
I. Template matching theories are very flexible and can easily account for recognition of varied stimuli.
II. Feature analysis theories propose that we recognize objects by their constituent parts.
III. Prototype theories involve matching an object to a perfect, idealized representation.
Which of the statements given above is/are correct?
(A) I and II only
(B) II only
(C) II and III only
(D) I, II and III

162. The process of learning the association between a particular stimulus and a response in verbal learning is central to the:
(A) Free recall method
(B) Serial learning method
(C) Paired-associate method
(D) Discrimination method

163. The gradual increase in the strength of a conditioned response through repeated pairings of the CS and US is called:
(A) Extinction
(B) Acquisition
(C) Generalization
(D) Discrimination

164. Perceiving the sound of a name from across a noisy room is best explained by:
(A) Broadbent's Filter Model
(B) Treisman's Attenuation Model
(C) The law of proximity
(D) Signal Detection Theory

165. The superior colliculus in the midbrain is a key biological structure for:
(A) The executive control of attention
(B) Maintaining general arousal
(C) Orienting attention to visual stimuli
(D) Understanding the meaning of words

166. Which learning principle states that a response followed by a satisfying state of affairs will be more likely to occur again?
(A) The principle of contiguity
(B) The Law of Effect
(C) The principle of reinforcement
(D) The Garcia effect

167. Which of the following is NOT a determinant of perceptual organization?
(A) Proximity
(B) Similarity

Downloaded from www.pdf.tube

(C) Closure
(D) Reinforcement

168. Consider the following case: A radiologist is examining X-rays for signs of a tumor. The tumor is very faint. The radiologist's task can be best analyzed using the framework of:
(A) Selective Attention Models
(B) Signal Detection Theory
(C) Laws of Perceptual Organization
(D) Classical Conditioning

169. Consider the following statements:
Statement I: Hull's theory is a molar theory, focusing on the overall purpose of behavior.
Statement II: Tolman's theory is a molecular theory, focusing on specific stimulus-response connections.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

170. Which of the following best describes the role of discrimination in verbal learning?
(A) Responding in the same way to similar words.
(B) Learning to respond differently to words that sound or look similar.
(C) Recalling a list of words in any order.
(D) Associating a nonsense syllable with a real word.

171. A person is given a list of words to memorize: 'cat', 'house', 'tree', 'xylophone', 'book'. The word 'xylophone' is more likely to be remembered than 'tree' or 'house'. This phenomenon is known as the:
(A) Serial position effect
(B) Von Restorff effect (Isolation effect)
(C) Primacy effect
(D) Recency effect

172. The main difference between linear and branching programmed learning is:
(A) The size of the frames.
(B) The presence of immediate feedback.
(C) The handling of incorrect responses.
(D) The theorist who developed it.

173. Match List I with List II.
List I: (Phenomenon)
P. Phi phenomenon
Q. Autokinetic effect
R. Retinal disparity
S. Interposition
List II: (Description)
1. Binocular cue for depth
2. Apparent movement of a stationary light
3. Monocular cue for depth
4. Apparent movement from sequential lights
(A) P-4, Q-2, R-1, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-4, R-3, S-1

174. The concept of "preparedness" in learning suggests that:
(A) All associations are learned with equal ease.
(B) Organisms are biologically predisposed to learn some associations more easily than others.
(C) Learning is solely a function of cognitive preparation.
(D) Only humans are prepared to learn language.

NODIA

175. The nature of attention can be described as both:
(A) Selective and permanent
(B) Divided and unlimited
(C) Selective and limited in capacity
(D) Automatic and effortless

176. Which law of perceptual organization explains why we tend to see a line of dots as a continuous line rather than individual dots?
(A) Law of Proximity
(B) Law of Similarity
(C) Law of Continuity
(D) Law of Closure

177. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Thorndike's learning theory is considered a stimulus-response (S-R) theory.
Reason (R): It focuses on the connection formed between a stimulus in the environment and the response made by the organism, strengthened by consequences.
(A) Both A and R are true and R is the correct

explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

178. What is a key determinant in paired-associate learning?
(A) The degree of similarity between the stimulus items and the response items.
(B) The order in which items are presented.
(C) The ability to recall items in any order.
(D) The length of the rest period after learning.

179. A child who learns to say "please" to get a cookie is demonstrating learning that is best explained by:
(A) Ivan Pavlov
(B) B.F. Skinner
(C) Edward Tolman
(D) Clark Hull

180. Consider the following statements regarding the biological basis of attention:
I. The Reticular Activating System (RAS) is primarily responsible for arousal and alertness.
II. The parietal lobe is involved in shifting attention between locations.
III. The frontal lobe is involved in the executive control of attention.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

181. The perception of an object's size as remaining the same even when its retinal image size changes is called:
(A) Shape constancy
(B) Size constancy
(C) Brightness constancy
(D) The Ponzo illusion

182. A pigeon is reinforced with food for pecking a key, but only after an average of 10 pecks. This is a _____ schedule.
(A) fixed-ratio
(B) variable-ratio
(C) fixed-interval
(D) variable-interval

183. Arrange the following processes in the typical order they might occur in a verbal learning experiment:
I. Acquisition
II. Generalization
III. Discrimination
(A) I, II, III
(B) III, II, I
(C) II, III, I
(D) I, III, II

184. Top-down processing in perception refers to the influence of _____ on perception.
(A) sensory data
(B) physical stimulus properties
(C) knowledge, expectations, and context
(D) the sensory organs

185. Tolman's theory of learning is often called 'purposive behaviorism' or 'sign learning' because it emphasized that organisms learn:
(A) Simple S-R connections.
(B) The reduction of biological drives.
(C) Signs or signals that lead to goals.
(D) Through trial and error.

186. Which of the following is NOT a core component of Signal Detection Theory analysis?
(A) Hit Rate
(B) False Alarm Rate
(C) d' (sensitivity)
(D) CS (Conditioned Stimulus)

187. In verbal learning, making a previously learned response to a new but similar stimulus is an example of:
(A) Discrimination
(B) Generalization
(C) Extinction
(D) Negative transfer

188. Which schedule of reinforcement leads to a 'scalloped' pattern of responding, where responses increase as the time for reinforcement approaches?
(A) Fixed-ratio
(B) Variable-ratio
(C) Fixed-interval
(D) Variable-interval

Click Here to Buy book on Amazon

189. Match List I with List II.
List I: (Attention Model)
P. Broadbent
Q. Treisman
R. Deutsch & Deutsch
S. Neisser
List II: (Key Feature)
1. Late Selection
2. Perceptual Cycle (Synthesis)
3. Early Selection (Filter)
4. Attenuation
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

190. The law of common fate in perception is a Gestalt principle that states:
(A) Elements that are close together tend to be perceived as a group.
(B) We tend to complete figures that are incomplete.
(C) Elements that move together in the same direction tend to be perceived as a group.
(D) Similar elements tend to be perceived as belonging together.

191. A key difference between Thorndike's and Skinner's view on learning was that:
(A) Thorndike studied animals, whereas Skinner only studied humans.
(B) Skinner rejected Thorndike's mentalistic concept of 'satisfaction'.
(C) Thorndike emphasized reflexes, whereas Skinner emphasized voluntary behavior.
(D) Skinner used puzzle boxes, whereas Thorndike used an operant chamber.

192. Which determinant of attention is at play when you notice a single red flower in a field of yellow flowers?
(A) Repetition
(B) Contrast
(C) Size
(D) Motion

193. The "Muller-Lyer illusion" is a classic example of how:
(A) Our perception of movement can be tricked.
(B) Our perception of depth can influence our perception of length.
(C) Our perception of color is relative.
(D) The law of closure operates.

194. Consider the following statements:
Statement I: According to Hull, learning only occurs if drive is reduced.
Statement II: Tolman believed that reinforcement was necessary for learning, but not for performance.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

195. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Learning nonsense syllables (CVCs) is generally more difficult and takes longer than learning meaningful words.
Reason (R): Meaningful words have pre-existing associations in memory, which can be used to aid encoding and retrieval.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

196. The process in classical conditioning where a conditioned response is elicited not only by the original conditioned stimulus but also by similar stimuli is:
(A) Discrimination
(B) Extinction
(C) Spontaneous Recovery
(D) Generalization

197. Which of the following best describes the "nature" of attention?
(A) An unlimited cognitive resource.
(B) A process of focusing consciousness on a limited range of stimuli.
(C) A purely physiological reflex.
(D) A permanent change in cognitive ability.

198. Consider the following statements about perceptual processes:
I. Bottom-up processing is driven by the

NODIA

features of the stimulus.
II. Top-down processing is influenced by our knowledge and expectations.
III. Perception is almost always a combination of both bottom-up and top-down processing.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

199. Skinner's approach to teaching, which involves breaking down a task into small steps and providing immediate reinforcement, is known as:
(A) Latent learning
(B) Programmed learning
(C) Insight learning
(D) Observational learning

200. In verbal learning, the finding that it is harder to learn a list of items that are all from the same category (e.g., all fruits) compared to a list of unrelated items is known as:
(A) Proactive interference
(B) Release from proactive interference
(C) The Von Restorff effect
(D) The build-up of proactive interference

201. Bottom-up processing in perception starts with:
(A) The observer's expectations and knowledge.
(B) The context in which the stimulus appears.
(C) The sensory information from the environment.
(D) The final interpretation of the stimulus.

202. The concept of 'attention as a resource' implies that:
(A) We have an infinite amount of attention to allocate.
(B) Attention is a single, undifferentiated pool of mental energy.
(C) The more attention we give to one task, the less is available for others.
(D) Attention cannot be divided between tasks.

203. In classical conditioning, what is the unconditioned response (UR)?
(A) A learned reaction to a previously neutral stimulus.
(B) An innate, reflexive reaction to a stimulus.
(C) A stimulus that naturally elicits a response without prior learning.
(D) A previously neutral stimulus that comes to elicit a response.

204. The serial learning curve, which shows superior recall for items at the beginning (primacy effect) and end (recency effect) of a list, is a key finding in the study of:
(A) Attention
(B) Perception
(C) Verbal learning
(D) Operant conditioning

205. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Gestalt psychology, perception is not just a sum of sensory parts.
Reason (R): The brain actively organizes sensory information into a meaningful "whole" or "gestalt" based on principles like proximity, similarity, and closure.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

206. Which of these learning theorists is NOT considered a behaviorist?
(A) Thorndike
(B) Pavlov
(C) Skinner
(D) Tolman

207. Which of the following is the best example of a task requiring divided attention?
(A) Watching a movie intently.
(B) Meditating on one's breath.
(C) Driving a car while talking on a hands-free phone.
(D) Searching for a specific face in a crowd.

208. The monocular depth cue of 'motion parallax' refers to the fact that:
(A) Parallel lines appear to converge in the distance.
(B) Closer objects appear to move faster and in the opposite direction than distant objects.

Downloaded from www.pdf.tube

(C) Objects that block the view of other objects are perceived as closer.
(D) The eyes turn inward to focus on close objects.

209. Match List I with List II.
List I: (Learning Term)
P. Acquisition
Q. Shaping
R. Extinction
S. Cognitive Map
List II: (Brief Description)
1. Gradual weakening of a conditioned response
2. Initial stage of learning a new response
3. A mental representation of a spatial layout
4. Reinforcing successive approximations of a behavior
(A) P-1, Q-3, R-2, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-4, Q-2, R-3, S-1
(D) P-3, Q-1, R-4, S-2

210. A primary goal of using nonsense syllables (CVCs) in early verbal learning research was to:
(A) Make the learning task more enjoyable.
(B) Study learning in a way that minimized the influence of prior knowledge and meaning.
(C) Test the limits of short-term memory capacity.
(D) Demonstrate the principles of classical conditioning.

211. Which of the following pairs is incorrectly matched?
(A) Selective Attention - Focusing on one thing
(B) Divided Attention - Multitasking
(C) Sustained Attention - Vigilance
(D) Executive Attention - Latent Learning

212. The perception of a complete circle even when it is drawn with gaps is an example of which Gestalt principle?
(A) Proximity
(B) Similarity
(C) Closure
(D) Common Fate

213. "A relatively permanent change in behavior potentiality that occurs as a result of reinforced practice." This definition of learning is most closely associated with:
(A) Gestalt Psychologists
(B) Cognitive Psychologists
(C) Behaviorist Psychologists like Hull or Skinner
(D) Psychoanalytic Psychologists

214. Consider the following statements about programmed learning:
I. It is based on the principle of active responding.
II. It ensures a high success rate by presenting material in small, logical steps.
III. Branching programs are more flexible than linear programs.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

215. The 'Stroop Effect', where it is difficult to name the ink color of a word when the word itself is the name of a different color, demonstrates interference in:
(A) Perceptual organization
(B) Attention and automatic processing
(C) Depth perception
(D) Verbal learning

216. In Pavlov's experiment, the salivation to food was the:
(A) Conditioned Stimulus (CS)
(B) Unconditioned Stimulus (US)
(C) Conditioned Response (CR)
(D) Unconditioned Response (UR)

217. A prototype theory of pattern recognition posits that we store:
(A) An exact template for every object we have seen.
(B) A list of critical features for each category.
(C) An abstract average or 'best' example of a category.
(D) The Gestalt laws of perception.

218. The method of learning a list by practicing it from beginning to end over and over again is called:
(A) Part learning

NODIA

(B) Whole learning
(C) Spaced practice
(D) Massed practice

219. Consider the following statements:
Statement I: Attention is a unitary concept with a single function.
Statement II: The biological basis of attention involves a network of brain areas, including the reticular formation, thalamus, parietal, and frontal lobes.
Which of the statement(s) above is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

220. The law of effect was first proposed by:
(A) B.F. Skinner
(B) Ivan Pavlov
(C) Edward Thorndike
(D) Clark Hull

221. When you first put on a watch, you feel it on your wrist, but after a while, you no longer notice it. This is an example of:
(A) Selective attention
(B) Sensory adaptation
(C) Perceptual defense
(D) Divided attention

222. Which of the following is a binocular cue for depth?
(A) Texture Gradient
(B) Linear Perspective
(C) Retinal Disparity
(D) Interposition

223. According to Tolman, learning that is not immediately demonstrated in behavior is called:
(A) Operant learning
(B) Conditioned learning
(C) Latent learning
(D) Programmed learning

224. The main advantage of branching programming over linear programming is its:
(A) Simplicity of design.
(B) Adherence to Skinnerian principles.
(C) Ability to adapt to individual differences in learners.
(D) Use of smaller frames.

225. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In a paired-associate task, learning is faster when the items in a pair are meaningfully related (e.g., table-chair) than when they are not (e.g., sky-glove).
Reason (R): Pre-existing semantic associations facilitate the formation of new connections.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

226. The orienting response is a basic biological manifestation of:
(A) Learning
(B) Perception
(C) Attention
(D) Memory

227. Match List I with List II.
List I: (Depth Cue)
P. Interposition
Q. Linear Perspective
R. Convergence
S. Texture Gradient
List II: (Example)
1. Eye muscles turning inward for a near object
2. A nearby object blocking the view of a distant object
3. Distant parts of a field appearing less detailed
4. Parallel railroad tracks appearing to meet in the distance
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-4, Q-2, R-3, S-1
(D) P-3, Q-1, R-4, S-2

228. Which of the following theories of learning does NOT emphasize reinforcement?
(A) Skinner's Operant Conditioning
(B) Hull's Drive-Reduction Theory
(C) Tolman's Sign Learning (in terms of necessity for learning)
(D) Thorndike's Law of Effect

Click Here to Buy book on Amazon

229. Which of the following is NOT a determinant of verbal learning?
(A) Meaningfulness of material
(B) Methods of learning (e.g., whole vs. part)
(C) Learner's motivation
(D) Law of common fate

230. A teacher praising a student for a correct answer is an example of:
(A) Classical conditioning
(B) Positive reinforcement
(C) Negative reinforcement
(D) Punishment

231. Which of the following is considered an external or 'stimulus' determinant of attention?
(A) Past experience
(B) Mental set
(C) Intensity
(D) Motives

232. Consider the following statements about perception:
I. The Ponzo illusion demonstrates how depth cues can affect perceived size.
II. Picture perception involves no interpretation, as the image is a direct copy of reality.
III. The Gestalt laws describe innate tendencies to organize sensory information.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

233. The 'aha!' experience, or sudden realization of a solution, is characteristic of which type of learning?
(A) Trial-and-error learning
(B) Classical conditioning
(C) Insight learning (as studied by Gestalt psychologists)
(D) Programmed learning

234. In verbal learning, the tendency to respond to the word 'fruit' in the same way you learned to respond to the word 'apple' is an example of:
(A) Response generalization
(B) Semantic generalization
(C) Discrimination
(D) Paired-associate learning

235. The finding that one's own name can be noticed even when it is part of an unattended auditory channel supports which type of selective attention model?
(A) A strict early-selection model (Broadbent)
(B) A late-selection model (Deutsch & Deutsch) or an attenuation model (Treisman)
(C) A model with no filter
(D) A model based solely on physical cues

236. The 'Law of Pragnanz' is the fundamental principle of which school of thought?
(A) Behaviorism
(B) Psychoanalysis
(C) Gestalt Psychology
(D) Humanism

NODIA

237. The procedure in which a behavior is followed by the removal of an aversive stimulus, resulting in an increase in that behavior, is called:
(A) Positive reinforcement
(B) Negative reinforcement
(C) Punishment
(D) Extinction

238. Consider the following statements:
Statement I: Serial learning involves memorizing a list of items in a specific order.
Statement II: Free recall involves memorizing a list of items to be recalled in any order.
Which of the statement(s) above is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

239. The biological basis of reward and reinforcement in the brain is heavily linked to the neurotransmitter:
(A) Acetylcholine
(B) GABA
(C) Dopamine
(D) Serotonin

240. The 'waterfall illusion' is an example of:
(A) A depth perception illusion
(B) A motion aftereffect
(C) A shape constancy illusion
(D) The phi phenomenon

241. Which of the following factors would make a stimulus LEAST likely to capture your attention?
(A) High intensity
(B) Novelty
(C) Constant and unchanging
(D) Movement

242. In a learning experiment, a rat is first taught to press a lever for food. Then, a light is turned on before the lever-pressing is reinforced. The light becomes a signal for the availability of food. The light is a:
(A) Primary reinforcer
(B) Conditioned stimulus
(C) Discriminative stimulus
(D) Unconditioned stimulus

243. The "Law of Effect" states that behaviors leading to a _____ state of affairs are "stamped in".
(A) satisfying
(B) neutral
(C) punishing
(D) novel

244. In verbal learning, what does 'generalization' refer to?
(A) The ability to recall a list in any order.
(B) The tendency to apply a learned response to stimuli similar to the original stimulus.
(C) The process of learning items in a specific sequence.
(D) The failure to distinguish between two different stimuli.

245. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Retinal disparity is a crucial cue for stereoscopic vision.
Reason (R): The brain uses the slight difference between the images received by the two eyes to compute depth and distance.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

246. Which theorist is most associated with 'purposive behaviorism'?
(A) Skinner
(B) Hull
(C) Pavlov
(D) Tolman

NODIA

247. The primary difference between reinforcement and punishment is that reinforcement _____ a behavior, while punishment _____ a behavior.
(A) weakens; strengthens
(B) strengthens; weakens
(C) extinguishes; shapes
(D) shapes; extinguishes

248. The study of how we perceive depth in a two-dimensional photograph falls under:
(A) Signal detection theory
(B) Picture perception
(C) The biological basis of attention
(D) Programmed learning

249. Which of the following is an example of paired-associate learning?
(A) Memorizing the state capitals.
(B) Learning the order of the planets.
(C) Reciting a poem from memory.
(D) Remembering to buy milk at the store.

250. Match List I with List II.
List I: (Learning Paradigm)
P. Classical Conditioning
Q. Operant Conditioning
R. Latent Learning
S. Trial and Error Learning
List II: (Nature of Response)
1. Voluntary response shaped by consequences
2. Involuntary, reflexive response to a new stimulus
3. Learning without immediate performance
4. S-R connection strengthened by success
(A) P-1, Q-2, R-4, S-3
(B) P-4, Q-3, R-1, S-2
(C) P-2, Q-1, R-3, S-4
(D) P-3, Q-4, R-2, S-1

251. A key characteristic of attention is its:
(A) Selectivity
(B) Permanence
(C) Unlimited capacity
(D) Independence from motivation

252. The tendency to perceive an object as having a constant color despite changes in lighting conditions is called:
(A) Shape constancy
(B) Size constancy
(C) Color constancy
(D) Brightness constancy

253. Consider the following statements about learning theories:
I. Skinner's theory is a cognitive theory.
II. Hull's theory is a drive-reduction theory.
III. Tolman's theory emphasizes the formation of cognitive maps.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

254. When a learned response is no longer reinforced, it will gradually weaken and disappear. This process is called:
(A) Acquisition
(B) Generalization
(C) Discrimination
(D) Extinction

255. In the context of verbal learning, learning a list of CVC trigrams (e.g., ZID, FUB, GOK) is difficult because they lack:
(A) Phonetic complexity
(B) Meaningfulness
(C) Visual distinctiveness
(D) Rhythmic quality

256. Broadbent's model of attention is often referred to as a(n) _____ model.
(A) late-selection
(B) attenuation
(C) early-selection bottleneck
(D) capacity

257. Which of the following is a key determinant of perception that resides within the perceiver?
(A) Stimulus intensity
(B) Stimulus novelty
(C) Stimulus contrast
(D) Perceiver's motivation

258. "Every time you take a shower, someone flushes the toilet, causing the water to turn cold and making you jump. Now, you jump as soon as you hear the toilet flush." In this example, the sound of the toilet flushing is the:
(A) Unconditioned Stimulus (US)
(B) Conditioned Stimulus (CS)
(C) Unconditioned Response (UR)
(D) Conditioned Response (CR)

259. A key assumption of all behaviorist theories of learning (Pavlov, Skinner, Thorndike) is that:
(A) Mental states are the primary cause of behavior.
(B) Learning is the result of experience and interaction with the environment.
(C) Humans are born with innate knowledge.
(D) Learning can only be studied through introspection.

260. Learning a new phone number can make it harder to remember your old phone number. This is an example of:
(A) Proactive interference
(B) Retroactive interference
(C) Semantic generalization
(D) Response discrimination

261. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Treisman's attenuation model, unattended messages are not completely blocked but are weakened.
Reason (R): This allows for important or meaningful information in the unattended channel, like one's own name, to reach consciousness.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

262. In a picture of a landscape, trees that are farther away are often depicted as smaller and hazier. This demonstrates the use of which pictorial cues?
(A) Interposition and convergence
(B) Relative size and atmospheric perspective

Downloaded from www.pdf.tube

(C) Texture gradient and retinal disparity
(D) Linear perspective and motion parallax

263. A rat that has learned to press a bar to get food is demonstrating:
(A) Classical conditioning
(B) Operant conditioning
(C) Latent learning
(D) Vicarious learning

264. Consider the following statements:
Statement I: Hull believed all primary drives are based on biological needs.
Statement II: In Hull's theory, sHr (habit strength) increases with the number of reinforced trials.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

265. Which of the following is NOT a core component of Signal Detection Theory analysis?
(A) Hit Rate
(B) False Alarm Rate
(C) d' (sensitivity)
(D) CS (Conditioned Stimulus)

266. A major criticism of template-matching theories of pattern recognition is:
(A) The model is considered significantly too flexible for data analysis.
(B) The model cannot explain recognition of highly varied or novel stimuli.
(C) The model is restricted to the recognition of simple auditory patterns.
(D) The model tends to ignore the vital role of specific stimulus features.

267. Which of the following learning theorists would be most likely to use the term "reinforcement"?
(A) Pavlov
(B) Skinner
(C) Tolman
(D) Ebbinghaus

268. Match List I with List II.
List I: (Psychologist)
P. Tolman
Q. Pavlov
R. Skinner
S. Thorndike
List II: (Experimental Subject/Apparatus)
1. Dogs and salivary glands
2. Cats in puzzle boxes
3. Rats and pigeons in operant chambers
4. Rats in mazes
(A) P-4, Q-1, R-3, S-2
(B) P-1, Q-4, R-2, S-3
(C) P-2, Q-3, R-1, S-4
(D) P-3, Q-2, R-4, S-1

NODIA

269. The ability to shift attention and 'juggle' multiple pieces of information and tasks is a key function of:
(A) The orienting reflex
(B) Executive attention
(C) Sustained attention
(D) Sensory adaptation

270. The Gestalt principle of proximity states that elements that are _____ are perceived as a group.
(A) similar in shape
(B) moving together
(C) close to one another
(D) different in color

271. The basic determinants of attention include which of the following?
(A) Genetic and evolutionary factors only
(B) Factors related to the stimulus (external) and the individual (internal)
(C) The time of day and the lunar cycle
(D) The complexity of mathematical equations

272. A key component of Tolman's theory that distinguished it from strict behaviorism was the concept of:
(A) Reinforcement
(B) Intervening variables (cognitive processes)
(C) Unconditioned responses
(D) Drive reduction

273. Consider the following statements about verbal learning:
I. Generalization is responding similarly to similar stimuli.
II. Discrimination is responding differently to similar stimuli.
III. Both processes are irrelevant to language acquisition.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

274. In Signal Detection Theory, if an observer has a high d' (d-prime), it means they:
(A) Have a strong bias to say 'yes'.
(B) Have a strong bias to say 'no'.
(C) Are very good at distinguishing the signal from the noise.
(D) Are not very good at distinguishing the signal from the noise.

275. A parent nags a child to clean their room. The child cleans the room, and the nagging stops. The child is more likely to clean their room in the future. This is an example of:
(A) Positive reinforcement
(B) Negative reinforcement
(C) Positive punishment
(D) Negative punishment

276. The perception of a 'figure' on a 'ground' is a fundamental concept in:
(A) Learning theory
(B) Perceptual organization
(C) Selective attention
(D) Verbal learning

277. Which theorist's work led directly to the development of linear programmed learning?
(A) Tolman
(B) Hull
(C) Pavlov
(D) Skinner

278. Learning to fear a specific dog that bit you, but not other dogs, is an example of:
(A) Stimulus generalization
(B) Stimulus discrimination
(C) Spontaneous recovery
(D) Second-order conditioning

279. The Ames Room illusion works by manipulating _____ to create a false perception of _____.
(A) monocular depth cues; size
(B) binocular cues; color
(C) figure-ground relationships; movement
(D) attentional focus; shape

280. What is a primary difference between Pavlov's and Thorndike's research?
(A) Pavlov studied voluntary responses, while Thorndike studied reflexes.
(B) Pavlov studied instrumental conditioning, while Thorndike studied classical conditioning.
(C) Pavlov studied elicited reflexes, while Thorndike studied emitted, voluntary actions.
(D) Pavlov used cats, while Thorndike used dogs.

281. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Attention is a finite resource.
Reason (R): Performance on one or both tasks tends to decline when people try to perform two complex tasks simultaneously.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

282. The process of perception is best described as:
(A) A passive reception of sensory stimuli.
(B) An active process of interpretation and organization.
(C) Identical to the process of sensation.
(D) A purely bottom-up process.

283. In Hull's theory, D stands for Drive. What is the role of Drive in his model?
(A) It directs behavior towards a specific goal.
(B) It energizes behavior but does not direct it.
(C) It is the learned component of behavior.
(D) It is the incentive value of the reward.

284. Which of the following verbal materials would be learned most quickly?
(A) A list of nonsense syllables.
(B) A list of rare, technical words.
(C) A list of common, high-frequency words.
(D) A list of foreign words.

285. Arrange these theorists based on the increasing cognitive complexity of their learning theories (from least to most cognitive).

Click Here to Buy book on Amazon

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

I. Pavlov
II. Hull
III. Tolman
(A) I, II, III
(B) II, III, I
(C) III, I, II
(D) II, I, III

286. When a stimulus that was previously neutral comes to elicit a response after being paired with a stimulus that naturally elicits a response, _____ has occurred.
(A) operant conditioning
(B) classical conditioning
(C) latent learning
(D) observational learning

287. Which of the following is NOT a monocular cue for depth perception?
(A) Shading
(B) Atmospheric perspective
(C) Convergence
(D) Relative size

288. In a verbal learning task, learning the pair 'DOG-CAT' is easier than learning 'XUJ-QIK'. This illustrates the importance of which determinant of verbal learning?
(A) Method
(B) Material meaningfulness
(C) Generalization
(D) Discrimination

289. Consider the following statements about attention models:
I. Broadbent's model is an early selection model.
II. Treisman's model involves an attenuator, not an all-or-none filter.
III. Deutsch and Deutsch's model is a late selection model.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

290. The concept that learning involves forming a connection between a stimulus and a response was central to the theory of:
(A) Edward Tolman
(B) Edward Thorndike
(C) Wolfgang Kohler
(D) Jean Piaget

291. Match List I with List II.
List I: (Concept)
P. Divided Attention
Q. Figure-Ground
R. Law of Effect
S. Latent Learning
List II: (Core Idea)
1. Consequences shape behavior
2. Learning without reinforcement
3. Allocating resources to multiple tasks
4. Perceptual organization
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-1, R-4, S-3

292. The 'scallop' effect in responding is characteristic of which reinforcement schedule?
(A) Fixed Ratio
(B) Variable Ratio
(C) Fixed Interval
(D) Variable Interval

293. The study of how we perceive depth, distance, and movement is a core topic within the field of:
(A) Attention
(B) Perception
(C) Learning
(D) Verbal Learning

294. A student studies for a test by cramming all night before the exam. This is an example of:
(A) Spaced practice
(B) Massed practice
(C) Part learning
(D) Serial learning

NODIA

295. Consider the following statements:
Statement I: According to Signal Detection Theory, perception is a decision-making process.
Statement II: The theory separates the influence of stimulus sensitivity from response bias.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

296. The phi phenomenon is an example of _____ movement.
(A) real
(B) apparent
(C) induced
(D) autokinetic

297. Which of the following is NOT a key concept in Hull's theory of learning?
(A) Drive (D)
(B) Habit Strength (sHr)
(C) Cognitive Map
(D) Reaction Potential (sEr)

298. The research of Pavlov and Skinner are both part of which major approach to psychology?
(A) Psychoanalysis
(B) Gestalt Psychology
(C) Behaviorism
(D) Humanistic Psychology

299. In the study of verbal learning, what is discrimination?
(A) Learning to respond in the same way to similar stimuli.
(B) Learning to respond differently to different stimuli.
(C) Forgetting information over time.
(D) The influence of prior learning on new learning.

300. Which brain network is most associated with maintaining alertness and arousal, a foundational aspect of attention?
(A) The Limbic System
(B) The Reticular Activating System (RAS)
(C) The Visual Cortex
(D) The Motor Cortex

Downloaded from www.pdf.tube

ANSWERS

1. (B) Focusing on specific stimuli while filtering out other environmental input.
Attention refers to the cognitive process that allows an individual to prioritize specific sensory inputs while ignoring irrelevant background information. This selective mechanism is essential for managing the brain's limited processing capacity. By filtering environmental stimuli, the individual can concentrate on significant tasks or events, ensuring that cognitive resources are efficiently directed toward meaningful information.

2. (A) Law of Proximity
The principle of proximity suggests that individuals perceive visual elements located near each other as related parts of a single group. This organizational strategy simplifies complex visual scenes by creating mental clusters based on spatial closeness. It is a fundamental law within Gestalt psychology that explains how the mind automatically structures perceived reality into organized patterns.

3. (C) Statement I is true, but Statement II is false.
Learning constitutes a relatively permanent change in behavior resulting from specific practice or experience rather than biological growth. While biological maturation or physiological states like fatigue and drugs can alter behavior temporarily, they do not qualify as learning because they lack the necessary permanence or experiential origin. Thus, only lasting modifications driven by environmental interactions represent learning.

4. (D) Paired-associate learning
Paired-associate learning is a classic technique used to study how individuals form connections between specific stimulus-response pairs. In this method, participants are presented with a stimulus item and must learn to provide a corresponding response item. This approach is highly effective for examining the acquisition of vocabulary, foreign language translations, and various types of symbolic information.

5. (C) The internal motives of the individual.
Internal determinants of attention involve psychological and physiological states within the observer that influence stimulus selection. Motives, such as hunger or curiosity, drive the individual to focus on relevant environmental cues while ignoring others. Unlike external factors like intensity or size, these subjective variables represent the active role of personal needs and interests in guiding focus.

6. (B) Hit
Within the framework of Signal Detection Theory, a hit represents the successful identification of a signal when it is actually present in the environment. This outcome signifies accurate detection under conditions of uncertainty or noise. Such performance reflects both the observer's sensitivity to the stimulus and their specific decision-making criteria used during the evaluative task or monitoring session.

7. (D) Law of Effect
The laws of perceptual organization describe how the human mind groups discrete sensory elements into coherent wholes. While principles like similarity, continuity, and common fate are central to Gestalt psychology, the law of effect is an unrelated behavioral principle. This behavioral concept posits that actions followed by satisfying consequences are strengthened, focusing on learning rather than organization.

8. (A) Conditioned Stimulus (CS)
A conditioned stimulus is an initially neutral stimulus that gains the ability to trigger a specific response after being consistently paired with an unconditioned stimulus. Through the process of classical conditioning, the biological association is established until the neutral cue elicits a reaction on its own. This transformation highlights how environmental cues become signals for forthcoming biologically significant events.

NODIA

9. (C) The length of the material has no impact on the speed of learning.
The length of the material is a significant factor in verbal learning, as larger sets of information generally require more time and effort to master. Increasing the quantity of items to be remembered typically complicates the acquisition process and slows down the speed of learning. Short lists are internalized much faster than long lists of words.

10. (A) Generalization
Generalization describes the tendency for a conditioned response to be triggered by stimuli that are similar to the original conditioned stimulus. In this process, the organism does not differentiate between related inputs, extending the learned behavior to a broader category of cues. This phenomenon explains why emotional reactions can spread from a specific object to other visually similar.

11. (B) II and III only
Selective attention involves focusing on specific environmental objects, while the biological foundations of attention rely on neural structures like the reticular activating system and the frontal lobes. These systems coordinate to maintain alertness and manage executive control. However, divided attention refers to multitasking between several stimuli rather than prolonged focus on a single task for a long time.

12. (B) Apparent movement perception
The phi phenomenon is a perceptual illusion where stationary objects presented in rapid succession are perceived as being in motion. This experience of apparent movement demonstrates that the human brain constructs dynamic perceptions from static sensory inputs. It serves as a primary example in Gestalt psychology, illustrating that our perceptions are often more complex than individual sensory data.

13. (C) Through continuous reinforcement
Continuous reinforcement involves providing a reward every single time a desired behavior occurs. This schedule is highly effective for the initial acquisition of new responses, as it establishes a clear and immediate connection between the action and its consequence. By consistently reinforcing the behavior, the rate of learning is maximized, allowing the individual to master target responses quickly.

14. (A) Both A and R are true and R is the correct explanation of A.
Signal Detection Theory identifies response bias as the decision-making criterion used when detecting signals under uncertainty. A liberal bias, characterized by a low threshold for saying yes, increases the probability of identifying actual signals. However, this strategy also leads to more instances where noise is mistaken for a signal. Thus, the observer's bias directly influences hit frequency.

15. (A) Selective attention
Selective attention allows individuals to focus their cognitive resources on a specific auditory stream amidst a background of competing noises. This ability to isolate one conversation while filtering out surrounding chatter is fundamental for communication in complex environments. It illustrates the brain's capacity to prioritize relevant signals based on meaning or physical cues while suppressing irrelevant information.

16. (B) Law of Common Fate
The law of common fate suggests that elements moving together at the same speed and in the same direction are perceived as a single unit. This principle of perceptual organization helps the brain differentiate between distinct moving groups in a visual field. By grouping objects with shared trajectories, the visual system simplifies complex dynamic environments into organized mental structures.

17. (B) Negative reinforcement
Negative reinforcement involves the removal of an unpleasant or aversive stimulus following a specific behavior to increase the likelihood of that behavior occurring again. Unlike punishment, which aims to decrease responses, this process strengthens actions by providing relief from a negative state. It is a fundamental mechanism in operant conditioning for learning behaviors that lead to the avoidance of discomfort.

18. (A) P-2, Q-4, R-1, S-3
Learning theories are associated with specific psychologists who pioneered distinct paradigms. Edward Thorndike established the law of effect,

Click Here to Buy book on Amazon

while Edward Tolman introduced the concept of latent learning. Ivan Pavlov is the father of classical conditioning, focusing on reflexive responses. Finally, B.F. Skinner developed the framework for operant conditioning, which emphasizes how environmental consequences and rewards shape behavior.

19. (C) Serial learning
Serial learning is a verbal learning method where individuals must memorize a list of items and recall them in the exact order they were presented. This task emphasizes the importance of sequential associations and positions within the list. It is commonly used to study the serial position effect, where the beginning and ending items are typically remembered effectively.

20. (D) Reticular Activating System (RAS)
The Reticular Activating System is a network of neurons in the brainstem responsible for regulating the sleep-wake cycle and general levels of arousal. It plays a critical role in attention by maintaining the necessary alertness for processing incoming sensory information. By modulating the brain's overall state of readiness, it serves as the physiological foundation for all attentional processes.

21. (C) Pattern recognition
Pattern recognition is the cognitive process of identifying a complex arrangement of sensory stimuli as a familiar object or idea. Recognizing a melody despite changes in its key or instrumentation relies on identifying the underlying structural relationships between the notes. This process allows the brain to maintain a consistent interpretation of information even when the specific physical features vary.

22. (A) Discrimination
Discrimination is the ability to perceive the difference between two similar stimuli and respond uniquely to each. In educational settings, students must learn to distinguish between related symbols or concepts to ensure accurate identification. This process is the opposite of generalization and is essential for precise learning, as it allows individuals to provide correct responses to specific environmental cues.

23. (D) Latent content of the stimulus
Attention is determined by various factors including physical stimulus properties and individual internal states. External factors like size, repetition, and color represent objective characteristics that capture focus. However, the latent content of a stimulus is not considered a primary determinant in psychological models of attention. Instead, factors like intensity, novelty, and personal interest guide how we select information.

24. (A) I, III, II
Classical conditioning follows a specific sequence starting with acquisition, where the association between the conditioned and unconditioned stimuli is established. If the conditioned stimulus is later presented repeatedly without the unconditioned stimulus, extinction occurs, leading to a decrease in the response. After a rest period, the response may reappear during spontaneous recovery, showing the persistence of associations.

25. (C) Latent learning
Latent learning refers to the acquisition of knowledge that occurs without any immediate reinforcement or obvious change in behavior. This learning remains hidden until a specific incentive is provided to demonstrate the knowledge. It suggests that organisms can internalize environmental information, such as spatial maps of a maze, purely through exposure, even if they do not act immediately.

26. (B) Treisman's Attenuation Model
Treisman's attenuation model suggests that selective attention works through an attenuator that reduces the strength of unattended information rather than blocking it entirely. This weakened signal can still be processed if it has a low threshold for recognition, such as one's own name. Unlike an all-or-nothing filter, this model accounts for how significant stimuli reach consciousness.

27. (D) Linear perspective
Linear perspective is a monocular depth cue where parallel lines appear to converge as they recede into the distance. This visual phenomenon provides the brain with information about depth and spatial arrangement in a two-dimensional

Downloaded from www.pdf.tube

image. By interpreting the narrowing gap between lines, the observer can perceive the relative distance of objects and the overall scale of surroundings.

28. (C) Statement I is true, but Statement II is false.
Programmed learning is an educational technique where information is broken down into small, sequential steps known as frames. This method requires active responding from the learner and provides immediate feedback on the accuracy of their answers. While the material is structured in manageable increments, the inclusion of instant feedback is essential for reinforcing correct responses and facilitating learning.

29. (C) Drive-reduction theory
Clark Hull developed a comprehensive theory of learning centered on the concept of drive reduction. He proposed that learning occurs when a behavioral response results in the satisfaction of a biological need or drive. This approach utilizes mathematical formulas to describe the relationships between variables like habit strength, incentive, and physiological state, emphasizing the biological foundations of acquisition.

30. (A) Serial position effect
The serial position effect describes the pattern where items at the beginning and end of a list are recalled more accurately than those in the middle. The primacy effect explains superior memory for early items due to rehearsal, while the recency effect accounts for better recall of late items still present in short-term memory. This phenomenon is universal.

31. (A) Both A and R are true and R is the correct explanation of A.
Broadbent's filter model proposes that selective attention acts as an early bottleneck in information processing. Information is filtered based on physical characteristics, such as pitch or location, before any meaningful or semantic analysis takes place. This sensory filter prevents the system from becoming overloaded by completely blocking unattended messages, allowing only selected signals to reach higher stages.

NODIA

32. (B) Closure
Closure is a Gestalt principle describing the tendency of the human mind to perceive incomplete figures as whole or finished. When presented with a shape that has missing parts, the visual system automatically fills in the gaps to create a recognizable object. This organizational process allows individuals to make sense of fragmented sensory information by imposing structure.

33. (C) The Law of Effect
Edward Thorndike proposed the law of effect, which states that behaviors followed by satisfying consequences are more likely to be repeated in the future. Conversely, actions that lead to discomfort or unsatisfying results are weakened. This principle shifted the focus of learning research toward the relationship between responses and environmental outcomes, laying the groundwork for modern operant conditioning.

34. (D) Verbal learning and memory
Hermann Ebbinghaus introduced the use of consonant-vowel-consonant trigrams to investigate the fundamental processes of verbal learning and memory. By using these meaningless syllables, he aimed to minimize the influence of prior knowledge on experimental results. His pioneering work established quantitative methods for measuring how information is acquired, retained, and forgotten over time in controlled laboratory settings.

35. (C) The sensitivity of the observer to the signal
In Signal Detection Theory, d-prime is a statistical measure that represents an observer's sensitivity to a signal against a background of noise. It quantifies how easily the individual can distinguish between the presence and absence of a stimulus. Unlike response bias, this parameter reflects the sensory capability of the observer and the physical strength of the detected signal.

36. (B) Stroboscopic motion (Phi phenomenon)
Stroboscopic motion is the perceptual illusion of movement created by viewing a series of slightly different still images in rapid succession. This phenomenon forms the basis of cinema and animation, where the brain integrates discrete visual frames into a continuous moving sequence. It illustrates the constructive nature

of perception, where the mind creates dynamic experiences from static information.

37. (C) I and III only
Tolman's theory highlighted the importance of purpose and internal mental representations in the learning process. Thorndike conducted famous experiments using puzzle boxes to study how animals solve problems through trial and error. However, Hull's theory was not purely stimulus-response, as it included several intervening variables like drive and habit strength to explain behavior, rather than ignoring states.

38. (D) Branching programming
Branching programming is a flexible approach to programmed learning that adapts to the specific needs of the individual learner. It allows students to progress through material at their own pace, offering remedial sections if errors are made or permitting them to skip mastered content. This design ensures that the educational experience is customized based on the learner's unique performance.

39. (D) Extinction
Extinction is the process where a conditioned response gradually weakens and eventually disappears when the conditioned stimulus is no longer followed by the unconditioned stimulus. This occurs in classical conditioning as the association between the two stimuli is broken. While the learned behavior may fade, it is not completely forgotten, as evidenced by the potential for later spontaneous.

40. (B) P-2, Q-1, R-1, S-2
Depth perception relies on both monocular and binocular cues. Binocular cues, such as retinal disparity and convergence, require the use of both eyes to calculate distance. Monocular cues, including linear perspective and interposition, can be perceived with only one eye. These various visual signals work together to provide a three-dimensional understanding of the environment based on two-dimensional images.

41. (C) Stimulus intensity
Determinants of perception include both internal psychological factors and external stimulus characteristics. Stimulus intensity is an objective property of the environment that directly influences how a stimulus is perceived. Unlike subjective states such as motivation or emotional condition, intensity refers to the physical strength of the input, such as brightness or loudness, which captures focus and attention.

42. (B) Variable-ratio
A variable-ratio schedule provides reinforcement after an unpredictable number of responses, leading to high and steady rates of behavior. Slot machines utilize this schedule to maintain engagement, as the player never knows exactly when the next payout will occur. This uncertainty makes the behavior extremely resistant to extinction, as the individual continues to respond in anticipation of reward.

43. (D) Learning to respond uniquely to various similar verbal stimuli.
Verbal discrimination learning involves the process of acquiring the ability to make distinct and unique responses to various similar verbal stimuli. This task requires the learner to identify subtle differences between words or symbols that may otherwise be confused. Mastery of this skill is essential for language acquisition and accurate communication, as it prevents inappropriate generalization between related items.

44. (D) Superior olivary nucleus and auditory cortex
The biological basis for selective auditory attention involves the integrated functioning of the superior olivary nucleus and the auditory cortex. These brain structures work together to localize sound sources and filter out irrelevant background noise. By prioritizing specific frequencies or locations, the auditory system allows individuals to focus on meaningful sounds while effectively suppressing distracting acoustic information.

45. (A) Perceptual organization
The figure-ground relationship is a primary principle of perceptual organization that describes how the visual system separates an object from its background. This process is fundamental to all visual perception, as it allows individuals to identify distinct forms against a surrounding field. It explains how the brain decides which part of a scene is the focal point and background.

Click Here to Buy book on Amazon

46. (B) Reaction potential
In Hull's mathematical model of learning, reaction potential represents the overall tendency of an organism to perform a specific behavior in response to a stimulus. It is determined by the interaction between habit strength and the current level of physiological drive. This variable essentially predicts the likelihood and strength of a response based on both prior learning and needs.

47. (C) Free recall
Free recall is a verbal learning method where participants are asked to remember a list of items and can recite them in any order they choose. Unlike serial learning, which requires a specific sequence, free recall allows researchers to study how individuals naturally organize information in memory. It frequently reveals effects like primacy, recency, and categorical clustering.

48. (D) Variable-interval
A variable-interval schedule provides reinforcement for the first response made after an unpredictable amount of time has passed. Pop quizzes are a classic example, as students must maintain steady preparation because they do not know when the next assessment will occur. This schedule typically results in slow, steady rates of responding and high resistance to behavior extinction over time.

49. (C) All incoming stimuli are fully analyzed for meaning before any selection occurs.
The late selection model of attention proposes that all incoming sensory information is fully processed for meaning before any selection takes place. According to this view, the bottleneck in the system occurs at the stage of response selection rather than during initial perception. This allows the brain to evaluate the importance of all stimuli before deciding conscious awareness.

50. (A) Monocular cues
Monocular cues are visual signals that allow an individual to perceive depth and distance using information from only one eye. These cues include pictorial elements like linear perspective, texture gradient, and relative size. They are essential for understanding spatial relationships in the environment and are heavily utilized in art and photography to create the illusion of three-dimensionality on surfaces.

51. (B) I, II, III
The history of learning theory began with Ivan Pavlov's early work on classical conditioning in the late nineteenth century. Shortly after, Edward Thorndike introduced connectionism and the law of effect. B.F. Skinner later expanded on these behavioral principles by developing the concept of operant conditioning and reinforcement schedules in the mid-twentieth century. This timeline reflects the evolution of behaviorism.

52. (B) To assign meaning to an object or event by matching it with information in memory.
Pattern recognition is a cognitive process that involves assigning meaning to sensory information by matching it with stored representations in memory. This allows the individual to identify objects, words, or events based on previous experience. By connecting incoming data with existing knowledge, the brain can quickly interpret the environment and determine the appropriate response to various familiar stimuli.

53. (A) Both A and R are true and R is the correct explanation of A.
Stimulus discrimination in classical conditioning is the ability to distinguish between a conditioned stimulus and other similar stimuli that have not been paired with the unconditioned stimulus. This is achieved through specific training where only the target cue is reinforced. As a result, the organism learns to withhold the conditioned response when presented with variations of stimuli.

54. (B) Sensory adaptation
Sensory adaptation is the process by which sensory receptors become less responsive to a constant or unchanging stimulus over time. This reduction in sensitivity allows the brain to ignore background information that is no longer novel or informative. By focusing on changes in the environment rather than static inputs, the individual can more effectively detect and respond to stimuli.

NODIA

55. (C) Incentive Motivation
In Clark Hull's formula for reaction potential, the variable K represents incentive motivation. This factor accounts for the influence of the magnitude or quality of the reward on behavior. It suggests that larger or more desirable reinforcements increase the likelihood of a response. Along with habit strength and drive, incentive motivation is a critical component for predicting performance.

56. (D) I, II and III
Verbal learning is influenced by the meaningfulness of the material, as information with existing associations is acquired more rapidly. Methods like paired-associate learning require the formation of links between stimulus and response items. Additionally, generalization may occur when a response learned for one verbal item is applied to a similar item. These principles together explain linguistic acquisition.

57. (B) Recognize a friend's handwritten 'A' in many different forms.
Template-matching theory suggests that pattern recognition occurs by comparing sensory input to an exact, stored mental copy. This model struggles to explain the recognition of highly variable stimuli, such as a friend's unique and irregular handwriting. Since people can identify the same letter in many different forms, a strict template approach is insufficient to account for flexible human perception.

58. (A) Retinal disparity
Retinal disparity is a binocular depth cue that arises from the slightly different images received by each eye due to their horizontal separation. The brain integrates these two perspectives to calculate the distance of objects in three-dimensional space. This process, known as stereopsis, is vital for accurate depth perception, especially for objects that are located close to the observer.

59. (A) Fixed-ratio
A fixed-ratio schedule provides reinforcement after a specific, unchanging number of responses have been completed. In this scenario, being paid for every five assignments creates a clear link between the amount of work and the reward. This schedule typically results in high rates of responding with a brief pause immediately following the delivery of reinforcement or payment.

60. (C) P-3, Q-4, R-2, S-1
Selective attention theories differ in their proposed mechanisms for filtering information. Broadbent proposed an all-or-nothing filter, while Treisman suggested an attenuator that weakens unattended signals. Deutsch and Deutsch argued for late selection after semantic analysis. Meanwhile, Signal Detection Theory focuses on decision-making under uncertainty, using parameters like response bias to explain how individuals detect signals amidst noise.

61. (C) Spontaneous recovery
Spontaneous recovery is the sudden reappearance of a previously extinguished conditioned response after a period of time has passed without any further conditioning trials. This phenomenon demonstrates that extinction does not involve the complete unlearning of an association but rather its temporary suppression. It highlights the enduring nature of learned associations in the brain even after they fade.

62. (D) Similar-looking elements are perceived as part of one group.
The Gestalt law of similarity states that the human mind naturally groups together visual elements that share similar physical characteristics, such as color, shape, or size. This organizational principle helps individuals perceive patterns and structure within complex visual environments. By categorizing like items as a single unit, the visual system simplifies processing sensory information into organized wholes.

63. (C) Edward Tolman
Edward Tolman was a cognitive behaviorist known for his research on latent learning and the development of cognitive maps. He argued that organisms do not just learn simple stimulus-response connections but instead acquire a mental representation of their environment. His work demonstrated that learning can occur without immediate reinforcement and is only expressed when a specific goal is introduced.

64. (C) A list of unrelated CVC trigrams.
Serial learning is the process of memorizing items in a specific sequence, and its difficulty is

Downloaded from www.pdf.tube

significantly influenced by the meaningfulness of the material. Unrelated consonant-vowel-consonant trigrams are the most challenging to learn because they lack pre-existing associations and patterns. Unlike rhyming words, poems, or the alphabet, these nonsense syllables provide no structural or semantic memory cues.

65. (C) Parietal lobe of the cerebral cortex
The parietal lobe of the cerebral cortex is a critical brain region involved in the spatial aspects of attention. It plays a primary role in the ability to shift focus from one location to another and in integrating sensory information. Damage to this area can lead to deficits in spatial awareness and the inability to attend to specific regions.

66. (C) Texture gradient
Texture gradient is a monocular depth cue where the surface details of an object appear increasingly dense and fine as they recede into the distance. In the case of railroad ties, the perceived narrowing of the gaps provides the brain with information about depth and distance. This cue is essential for perceiving the three-dimensional layout of surroundings.

67. (B) Punisher
In the framework of operant conditioning, a punisher is any consequence that follows a behavior and results in a decrease in the future frequency of that behavior. This process aims to discourage undesirable actions by associating them with unpleasant outcomes. Punishment can involve either the presentation of an aversive stimulus or the removal of a positive, desirable one.

68. (B) An active process of organizing and interpreting sensory data.
The nature of perception is characterized by the brain's active role in organizing and interpreting raw sensory data to create a meaningful experience. It is not merely a passive reception of information but involves the integration of sensory inputs with existing knowledge and expectations. This process allows individuals to make sense of the world by constructing internal representations.

69. (A) B.F. Skinner
B.F. Skinner was the primary developer of linear programmed learning, which applies behavioral principles to education. This method presents instructional material in a fixed, sequential order of small steps, ensuring that every learner follows the same path. By requiring active responses and providing immediate reinforcement for correct answers, it maximizes the efficiency of the learning process for students.

70. (A) Both A and R are true and R is the correct explanation of A.
Edward Tolman demonstrated that learning can occur without explicit reinforcement, a phenomenon known as latent learning. His research showed that rats could learn the spatial layout of a maze purely through exposure, forming an internal cognitive map. This knowledge was only displayed when a food reward was later introduced, proving that acquisition of information is distinct.

NODIA

71. (C) A signal is present, but it is absent.
In Signal Detection Theory, a false alarm occurs when an observer incorrectly identifies the presence of a signal when only noise is actually present. This error reflects a liberal response bias where the individual is highly willing to say yes. It represents a common trade-off in detection tasks where increasing hits often leads to a simultaneous increase in errors.

72. (C) Continuity (Good Continuation)
The Gestalt principle of continuity suggests that the human mind prefers to perceive smooth, continuous lines and patterns rather than abrupt changes or fragmented segments. When looking at intersecting lines, the brain naturally groups them into fluid paths that follow a consistent direction. This organizational law helps individuals perceive structure and flow in complex visual scenes by favoring simplicity.

73. (A) I and II only
Thorndike's law of effect states that behaviors followed by satisfying consequences are strengthened and more likely to be repeated, while those followed by unsatisfying outcomes are weakened. This fundamental principle applies to both human and animal learning, as it describes a universal mechanism for

behavioral modification. It highlights the critical role environmental results play in shaping an organism's repertoire.

74. (B) Generalization
Generalization in verbal learning refers to the transfer of a learned response from a specific stimulus to a new, similar stimulus. This process allows individuals to apply their existing knowledge to novel situations that share common characteristics with previous experiences. It is a fundamental aspect of cognitive flexibility, although it can sometimes lead to errors if similarities.

75. (A) Thalamus
The pulvinar nucleus is a large structure in the thalamus that is essential for the regulation of attention. It functions as a filter that helps prioritize relevant information while suppressing distracting or irrelevant sensory input. By modulating the flow of data to the cerebral cortex, it plays a vital role in directing focus and maintaining concentration during tasks.

76. (B) Perceptual constancy
Perceptual constancy is the ability of the brain to perceive objects as having stable properties, such as size, shape, and color, despite variations in the sensory information reaching the retina. This process ensures that our perception of the world remains consistent and reliable even when viewing conditions change. It allows for the recognition of familiar objects regardless of orientation.

77. (B) Shaping
Shaping is an operant conditioning procedure that involves reinforcing successive approximations of a target behavior. This method is used to teach complex actions that the organism is unlikely to perform naturally. By rewarding small steps that gradually resemble the desired final response, the trainer can guide the individual toward mastering sophisticated behaviors through a series of reinforced increments.

78. (D) Latent learning
Verbal learning encompasses several established methods for studying memory and linguistic acquisition, including free recall, serial recall, and paired-associate learning. These techniques focus on how humans internalize and retrieve symbolic information. However, latent learning is a broader cognitive concept involving the acquisition of knowledge without immediate reinforcement, often studied in the context of navigation rather than verbal.

79. (B) P-2, Q-3, R-1, S-4
Gestalt laws describe how the mind organizes visual input into patterns. Proximity involves grouping items that are close together, while similarity groups those with shared features. Closure refers to perceiving incomplete shapes as whole, and continuity describes following smooth paths. These principles are demonstrated when we see groups of lines or winding roads as single, coherent mental units.

80. (C) Bottom-up and top-down processing
Neisser's model of the perceptual cycle proposes that perception is a dynamic interaction between bottom-up and top-down processing. It suggests that individuals use existing knowledge to anticipate and search for environmental information. This incoming data then modifies the observer's mental schemas, which in turn guide further exploration, illustrating that perception is an active and continuous constructive process.

81. (B) Interposition
Interposition is a monocular depth cue that occurs when one object partially covers or obscures another. The brain interprets the overlapping object as being closer to the observer and the obscured object as being farther away. This simple visual cue is highly effective for determining the relative distance of multiple objects within a three-dimensional scene or a two-dimensional image.

82. (A) The number of reinforced trials
In Hull's theory of learning, habit strength is defined as the strength of the bond between a specific stimulus and a response. This variable is primarily determined by the total number of times the response has been followed by reinforcement in the presence of the stimulus. As reinforced trials increase, the habit strength grows, making behavior more automatic.

Click Here to Buy book on Amazon

83. (C) Interest
Determinants of attention include internal factors related to the individual's current psychological state. Interest is a primary internal determinant that directs focus toward specific stimuli based on personal relevance or preference. While external factors like size and motion are properties of the stimulus itself, interest represents the active role of observer desires and curiosity in selection.

84. (C) Feature-analysis theory
Feature-analysis theory proposes that pattern recognition occurs by decomposing complex stimuli into their most basic constituent parts, such as lines, angles, and curves. The brain identifies these elementary features first and then integrates them to recognize the overall object. This model explains how the visual system can efficiently process a wide variety of patterns by identifying shared.

85. (A) I, II, III
The process of classical conditioning begins with an unconditioned stimulus naturally eliciting an unconditioned response. Through repeated pairings, a neutral stimulus is presented alongside the unconditioned stimulus. Eventually, the neutral stimulus becomes a conditioned stimulus, capable of triggering a conditioned response on its own. This chronological progression illustrates how organisms learn to anticipate significant events based on signals.

86. (D) Statement I is false, but Statement II is true.
Operant conditioning involves voluntary behaviors where the organism's actions operate on the environment to produce specific consequences. In contrast, classical conditioning typically involves involuntary, reflexive responses to environmental stimuli. The core of operant theory is that behaviors are shaped by the rewards or punishments that follow them, rather than being triggered by preceding cues in classical.

87. (B) As good (simple, regular, symmetrical) as possible.
The law of pragnanz is a fundamental Gestalt principle stating that individuals tend to perceive reality in the simplest, most regular, and symmetrical form possible. This tendency toward good gestalt ensures that the brain organizes complex sensory input into organized and stable patterns. By favoring simplicity and order, the perceptual system makes interpretation of information more efficient.

88. (B) A process inferred from changes in performance.
Learning is a process that must be inferred from observable changes in an individual's performance or behavior over time. It represents a relatively permanent modification resulting from experience or practice, rather than from temporary states like fatigue or innate reflexes. By measuring how responses evolve in specific situations, researchers can conclude that internal changes in knowledge have occurred.

89. (A) Both A and R are true and R is the correct explanation of A.
Paired-associate learning becomes more difficult when the items within a list share high similarity, a phenomenon known as intra-list interference. This similarity makes it challenging for the learner to distinguish between different pairs, leading to confusion and errors. Increased similarity between stimuli or responses requires greater effort to differentiate the associations, thereby slowing the overall learning process significantly.

90. (B) A signal is absent, but it is present.
In the context of Signal Detection Theory, a miss occurs when a signal is present in the environment but the observer fails to detect it, reporting that it is absent. This error is common when the signal is weak or when the observer has a conservative response bias. Minimizing misses is critical in high-stakes monitoring tasks.

91. (B) Convergence
Convergence is a binocular depth cue that involves the physical sensation of the eye muscles turning inward as they focus on a nearby object. The brain uses the degree of muscular tension as a signal to estimate the object's distance. This cue is most effective for perceiving depth at close ranges, providing information that is not monocularly available.

92. (C) I and III only
The study of learning features several key figures with distinct contributions. Edward Thorndike developed the law of effect, and Edward Tolman

NODIA

introduced cognitive maps and latent learning. While B.F. Skinner is famously known for operant conditioning rather than classical conditioning, he remains a central figure in behaviorism. Together, these theorists shaped our understanding of how behavior is modified.

93. (C) It offers various remedial loops based on learner performance.
Branching programmed learning is characterized by its ability to provide different paths for learners based on their specific performance. If a student makes an error, the program offers remedial loops to clarify the material before they move forward. This individualized approach contrasts with linear programming by adapting to the unique needs and understanding levels of each individual student.

94. (C) Motion
External determinants of attention are properties of the stimulus itself that capture the observer's focus. Motion is a powerful external factor, as the human visual system is naturally tuned to detect movement in the environment. Unlike internal states such as interest, habit, or attitude, motion is an objective characteristic that can automatically draw attention regardless of individual mindset.

95. (C) Comparing the input to an idealized, average representation of a class.
Prototype theory suggests that pattern recognition occurs by comparing sensory input to an idealized, average representation of a category. Instead of matching an exact template or analyzing specific features, the brain evaluates how closely a stimulus resembles the central member of a class. This allows for the flexible recognition of varied objects that belong to the same category.

96. (B) Operant conditioning
Operant conditioning is the process through which behaviors are learned and maintained based on their environmental consequences. When a child's action, such as whining, is consistently followed by a desired outcome like getting a toy, the behavior is reinforced and more likely to be repeated. This illustrates how voluntary responses are shaped by the rewards and punishments produced.

97. (A) Generalization is responding to similarities, while discrimination is responding to differences. Generalization and discrimination are complementary processes in learning. Generalization involves responding in a similar way to different stimuli that share common features, while discrimination involves learning to respond differently to stimuli that are distinct. Together, these mechanisms allow an organism to adapt to its environment by recognizing when a learned behavior is appropriate and when it is not.

98. (A) P-2, Q-1, R-4, S-3
Major learning theories are characterized by specific concepts developed by their founders. Pavlov is linked to the unconditioned stimulus in classical conditioning, and Skinner to reinforcement in operant behavior. Thorndike pioneered connectionism through the law of effect, while Tolman introduced sign learning and the cognitive map. These associations define the unique contributions of each theorist to psychological science.

99. (C) Verbal learning
Verbal learning is the branch of psychology dedicated to investigating how individuals acquire, retain, and recall symbolic information such as words, syllables, and sentences. It utilizes various experimental methods to study the formation of associations and the structure of human memory. This field is essential for understanding language development, educational processes, and the cognitive mechanisms underlying linguistic storage.

100. (C) Executive control, planning, and goal-directed attention
The prefrontal cortex within the frontal lobes is primarily responsible for the executive control of attention. This involves planning, goal-directed focus, and the ability to inhibit distractions while switching between tasks. By managing these complex cognitive processes, the frontal lobes allow for flexible and purposeful interaction with the environment, ensuring that attentional resources are allocated according to current.

101. (B) Shape constancy
Shape constancy is the perceptual ability to recognize an object's true form despite changes

NODIA

in its orientation and the resulting retinal image. For example, a rectangular door is still perceived as a rectangle even when viewed from an angle that creates a trapezoidal projection. This process ensures that our perception of objects remains stable and accurate in a world.

102. (B) Trial-and-error learning
Edward Thorndike used puzzle boxes to demonstrate that animals learn to solve problems through a process of trial and error. His observations showed that successful actions were gradually strengthened while unsuccessful ones were eliminated. This research led to the formulation of the law of effect, which emphasizes how consequences of behavior influence the strength of the stimulus-response bond.

103. (B) Broadbent's Filter Model
Broadbent's early filter model faced significant criticism because it could not explain how personally significant information, like one's own name, could capture attention from an unattended channel. This phenomenon suggested that some level of semantic processing must occur before the selection filter. Consequently, later models were developed to account for the processing of meaningful stimuli that bypass sensory filters.

104. (C) Movement perception
Movement perception is primarily based on the changing position of an object's image across the retina as it moves through the visual field. The brain processes these shifts in sensory input to determine the speed and direction of the moving object. This capability is essential for navigating the environment, avoiding obstacles, and interacting with dynamic elements in the surroundings.

105. (B) I, II, III
The progression of learning theories began with Thorndike's connectionism and the law of effect. This was followed by the broader rise of behaviorism, which included the work of Pavlov and Skinner on conditioning. Later, Tolman's cognitivism emerged, introducing internal mental processes and purpose into the behavioral framework. This chronological evolution reflects shifting focus from simple associations to complex structures.

106. (A) Both Statement I and Statement II are true.
Signal Detection Theory identifies two independent components of performance: sensitivity and response bias. Sensitivity, measured by d-prime, reflects the observer's ability to distinguish signals from noise regardless of criteria. Response bias describes the individual's decision strategy; a conservative bias results in fewer false alarms but also fewer hits. Understanding both parameters is essential for analyzing detection tasks.

107. (B) We organize our perception into an object that stands out and a background.
The figure-ground principle is a fundamental law of perceptual organization where the brain divides a visual scene into a primary object and a secondary background. This allows individuals to focus on specific forms while ignoring the surrounding environment. This separation is essential for identifying objects and understanding the structure of a scene, establishing what is being focal.

108. (C) Habit strength (sHr).
In Clark Hull's neo-behaviorist theory, habit strength is an internal intervening variable that represents the strength of a learned stimulus-response association. It is not directly observable but is inferred from the number of reinforced trials and its effect on the organism's behavior. By including such variables, Hull sought to provide a more detailed and scientific explanation of learning.

109. (A) Both A and R are true and R is the correct explanation of A.
Programmed learning materials are meticulously designed to minimize errors, following the Skinnerian principle that mistakes are not conducive to effective learning. By presenting information in small, easy-to-master steps and providing immediate reinforcement for correct answers, the system ensures high success rates. This structured approach aims to build behavioral repertoires efficiently while maintaining high levels of motivation.

110. (B) Whole vs. Part learning
Determinants of verbal learning include methods of practice, such as the choice between whole and part learning. Whole learning involves practicing

Downloaded from www.pdf.tube

the entire material as a single unit, while part learning breaks it into segments. These strategies influence the efficiency of acquisition and long-term retention. Understanding methodological factors helps optimize educational techniques for different types of information.

111. (A) I only
Picture perception involves the complex cognitive task of interpreting two-dimensional visual information as representing three-dimensional objects and spaces. This process relies on various pictorial cues to construct a depth-filled mental representation. While depth perception is often associated with binocular cues, it also utilizes significant monocular information, and its study was pioneered by Gestalt psychologists rather than behaviorists.

112. (B) Proactive interference
Proactive interference occurs when previously learned information hinders the acquisition or recall of new, similar information. In the context of language learning, mastering a word in one language can create confusion and make it more difficult to learn a related word in another language. This competition between old and new memories is a common challenge in various tasks.

113. (D) Shortly before the unconditioned stimulus.
In classical conditioning, the timing of stimulus presentation is critical for successful association. Pavlov found that conditioning occurs most effectively when the conditioned stimulus is presented shortly before the unconditioned stimulus. This forward conditioning allows the conditioned stimulus to serve as a reliable signal for upcoming biological events, maximizing the organism's ability to learn relationships between the cues.

114. (B) Perceived movement
The autokinetic effect is a perceptual phenomenon where a stationary point of light in a dark environment appears to move. This illusion occurs because the brain lacks external visual references to stabilize the image on the retina. It is categorized as a form of apparent movement perception, demonstrating how the visual system can generate motion experiences without physical movement.

NODIA

115. (D) Equipotentiality
Determinants of attention consist of external stimulus properties like intensity, novelty, and repetition that naturally capture focus. These factors are widely recognized in psychological models for their role in guiding resources. However, equipotentiality is a concept from neuroscience regarding the brain's ability to reorganize itself after damage, rather than a primary factor influencing the selection of input.

116. (B) P-3, Q-2, R-4, S-1
Signal Detection Theory categorizes outcomes based on the presence of a signal and the observer's response. A hit occurs when a signal is present and correctly identified. A miss is failure to detect a present signal. A false alarm is identifying a signal when only noise exists, while a correct rejection is accurately stating that no signal exists.

117. (A) Connectionism
Edward Thorndike's trial-and-error learning is also known as connectionism, as it focuses on the strengthening of bonds between environmental stimuli and behavioral responses. His research emphasized how successful actions are stamped in by their positive consequences, creating a direct association. This framework served as a vital bridge between early reflex theories and later sophisticated operant conditioning models.

118. (C) Sensation is the process of detecting stimuli, while perception is the process of interpreting and organizing that information.
Sensation is the initial physiological process where sensory organs detect physical energy from the environment and transmit it to the brain. Perception, however, is the higher-order cognitive process of interpreting and organizing that sensory data into meaningful experiences. While sensation provides raw material, perception allows individuals to understand and make sense of their surroundings by constructing coherent reality.

119. (B) By the number of associations a word evokes.
Meaningfulness in verbal learning research is often measured by the number of associations or ideas a particular word evokes in an individual. Words with a high number of pre-existing links in memory are generally learned and recalled

more easily than those with few associations. This operational definition helps researchers quantify how semantic networks influence the overall acquisition of information.

120. (C) Unconditioned Stimulus (US)
In the process of classical conditioning, the unconditioned stimulus is the element that naturally and automatically triggers a reflexive response without any prior learning. In this case, the pain from an injection is the biological trigger that elicits a natural fear or withdrawal reaction. Over time, previously neutral stimuli associated with this pain can become conditioned cues.

121. (C) Multimode Theory (e.g., Johnston & Heinz)
Multimode theory proposes that selective attention is a flexible process where the bottleneck can be located at either an early or late stage of processing. The specific point of selection depends on the demands of the task and goals. This model suggests that the brain can adapt its attentional strategy, balancing early filtering efficiency with late selection depth.

122. (B) The whole is different from the sum of its parts.
The phi phenomenon is used by Gestalt psychologists to demonstrate that perception is not simply the sum of individual sensory parts. By perceiving motion from stationary lights, the brain creates a new, holistic experience that does not exist in the raw data. This supports the core Gestalt tenet that the whole is fundamentally different from the sum parts.

123. (B) Observable behavior and environmental consequences.
B.F. Skinner's radical behaviorism emphasized the scientific study of observable behavior and its relationship with environmental consequences. He argued that internal mental states are not necessary for explaining how learning occurs. Instead, he focused on how reinforcement and punishment shape voluntary actions, providing a rigorous framework for understanding how organisms adapt their behavior based on the results they produce.

124. (A) Both A and R are true and R is the correct explanation of A.
The primacy effect in free recall refers to superior memory for items at the beginning of a list. This occurs because early items receive more attention and mental rehearsal, facilitating their transfer from short-term to long-term memory. As the list progresses, cognitive resources are divided, making it less likely that subsequent information will be as effectively encoded.

125. (C) Pictorial (monocular) cues
Pictorial cues, also known as monocular depth cues, are the primary features that allow individuals to perceive depth and distance in two-dimensional images. These include elements such as linear perspective, shading, and relative size, which artists use to simulate a three-dimensional environment. By interpreting these cues, the brain can construct a sense of space from a flat representation.

126. (B) III only
Signal Detection Theory is a powerful framework for analyzing decision-making under conditions of uncertainty, separating sensory capability from response criteria. While the biological basis of attention involves multiple interconnected brain regions rather than a single location, selective attention is the focus on specific stimuli rather than prolonged duration. Together, these concepts highlight the complexity and multifaceted nature of focus.

127. (C) Edward Tolman
Edward Tolman was deeply interested in the cognitive aspects of learning, specifically how organisms develop internal mental representations or cognitive maps of their environment. Unlike strict behaviorists who focused only on stimulus-response links, Tolman argued that animals actively acquire spatial knowledge. His research on latent learning proved that rats could learn a maze layout without any outward reward performance.

128. (B) Retroactive interference
Retroactive interference occurs when new learning interferes with the ability to recall previously learned information. In a verbal learning task, acquiring a second list of items can disrupt memory of the first list, leading

Click Here to Buy book on Amazon

to decreased performance during recall. This phenomenon illustrates how the constant acquisition of new data can sometimes compromise the stability and accessibility of older memory structures.

129. (B) Phoneme
A phoneme is the smallest distinctive unit of sound in a language that can change the meaning of a word. These basic auditory components are combined to form morphemes and words. Recognizing phonemes is a fundamental skill in language acquisition and speech perception, as it allows individuals to differentiate between various spoken utterances and understand complex linguistic structures correctly.

130. (C) Gestalt psychology
The laws of perceptual organization were developed by Gestalt psychologists in the early twentieth century. This school of thought focused on how the human mind naturally organizes fragmented sensory information into coherent and meaningful patterns. By identifying principles such as proximity and similarity, Gestalt psychologists aimed to explain the holistic nature of perception and how individuals structure reality.

131. (C) Thorndike - Law of Effect
In the history of learning theories, specific concepts are uniquely tied to their original proposers. Edward Thorndike is famously associated with the law of effect, which describes how behavioral consequences influence future actions. Other pairings, such as Tolman with operant conditioning or Skinner with latent learning, are incorrect as they misattribute key theoretical contributions within the field of behavioral science.

132. (D) Retinal disparity
Verbal learning is influenced by several factors, including the meaningfulness and amount of the material, as well as how practice sessions are distributed. These determinants help explain the rate and efficiency of acquisition. However, retinal disparity is a binocular depth cue used in visual perception and has no direct role in the cognitive process of learning verbal information.

133. (B) Broadbent's Filter Model
The cocktail party phenomenon, where a person can detect their own name in an unattended conversation, provided strong evidence against Broadbent's original early selection model. Broadbent's theory suggested an all-or-nothing filter that blocked all semantic processing of unattended information. The fact that meaningful stimuli can bypass this filter necessitated the development of more flexible theories like Treisman's.

134. (A) P-4, Q-2, R-1, S-3
Verbal learning involves diverse tasks tailored to study different cognitive processes. Serial learning is used for memorizing items in a fixed sequence, while paired-associate learning focuses on stimulus-response connections. Free recall allows for remembering items in any order, and discrimination learning involves distinguishing between similar symbols. These methods provide a comprehensive framework for investigating human memory and acquisition.

135. (B) Figure-ground perception
Figure-ground perception is the fundamental process of organizing the visual field into two distinct parts: the focal object and the background. This separation is necessary for identifying forms and understanding the structure of a scene. By determining which elements constitute the object and which are secondary, the brain can effectively process visual information and recognize items in environment.

NODIA

136. (D) Negative punishment (Omission training)
Negative punishment, also known as omission training, involves the removal of a desirable stimulus following an undesirable behavior to decrease the likelihood of that behavior recurring. Taking away video games for failing to do homework is a classic example. This approach aims to reduce unwanted actions by associating them with the loss of something positive and valued by the.

137. (B) Clark Hull
Clark Hull was a neo-behaviorist who developed a rigorous mathematical model to predict behavior based on various internal and external factors. His equation integrated variables such as habit strength, drive, incentive motivation, and

stimulus intensity to calculate reaction potential. This ambitious approach aimed to turn study of learning into a precise science through use of complex formal logic.

138. (C) Novelty
Novelty is a powerful determinant of attention, as the human brain is naturally predisposed to notice new or unexpected stimuli in the environment. Unexpected events or unfamiliar objects capture focus more effectively than constant inputs. This mechanism ensures that individuals remain aware of potential changes or threats, allowing for quick adaptation and response to new and significant environmental information.

139. (B) β (beta)
In Signal Detection Theory, beta is the parameter that represents an observer's response bias or decision criterion. It quantifies individual willingness to report the presence of a signal, ranging from conservative to liberal. This variable is separate from sensitivity and reflects how the observer balances risks of missing a signal against costs of making a false alarm errors.

140. (A) I, II, III
The evolution of selective attention models began with Broadbent's early selection filter in the 1950s. This was followed by Treisman's attenuation model, which offered a more flexible mechanism for processing unattended signals. Later, Deutsch and Deutsch proposed a late selection model, suggesting that all stimuli are fully analyzed for meaning before selection occurs. This sequence reflects theoretical growth.

141. (C) Real movement
Real movement perception occurs when an object physically changes its position in space, causing its image to move across the retina. This is distinct from apparent or illusory motion, as it involves actual displacement of a stimulus. The visual system utilizes specialized neurons to detect speed and direction of these shifts, providing accurate information about dynamic environmental events.

142. (C) Using self-paced steps that provide immediate reinforcement.
Programmed learning is built on the principle of breaking complex material into small, manageable steps that ensure high success rates. Each step requires an active response and provides immediate reinforcement through instant feedback. This self-paced approach allows individuals to master information efficiently by establishing strong behavioral connections through consistent success and minimizing the possibility of learning errors during the process.

143. (A) Both Statement I and Statement II are true.
Stimulus generalization and verbal discrimination are fundamental processes in acquisition of language and symbolic information. Generalization occurs when a response learned for one stimulus is automatically applied to similar ones. Discrimination is the complementary process where the learner acquires ability to respond uniquely to different stimuli. Both mechanisms are essential for accurate and flexible cognitive performance in linguistic tasks.

144. (A) Second-order conditioning
Second-order conditioning is a process in classical conditioning where a well-established conditioned stimulus is used to condition a new neutral stimulus. By pairing the new cue with the original conditioned stimulus, the new stimulus eventually comes to elicit the same conditioned response. This demonstrates how learned associations can be built upon each other to create increasingly complex chains behavior.

145. (A) Both A and R are true and R is the correct explanation of A.
The Gestalt laws of perceptual organization are classic examples of top-down processing because they describe how the mind imposes structure on incoming sensory data. Rather than passively registering features, the brain uses pre-existing principles to organize information into meaningful wholes. This active interpretation reflects influence of internal cognitive strategies on perception of the external world and its objects.

146. (C) Two slanted lines and a horizontal crossbar.
A feature-analysis model of pattern recognition identifies objects by breaking them down into their most basic and distinctive constituent parts. To recognize the letter A, the system would detect specific elements such as two slanted lines

Downloaded from www.pdf.tube

and a horizontal crossbar. By combining these elementary features, the brain can accurately identify the overall pattern and distinguish it from other symbols.

147. (B) A general, non-specific state of arousal or need.
In Clark Hull's theory, drive is defined as a general, non-specific state of physiological arousal or need that energizes behavior. It does not provide direction toward a specific goal but instead increases the organism's overall activity level. Behavior is then directed by learned habits, while drive serves as the internal engine that motivates individuals to seek relief.

148. (A) I and II only
Learning is influenced by several key determinants, including meaningfulness of material and the schedule of practice. Meaningful information with associations is internalized much faster than nonsense syllables. Additionally, spaced practice sessions are generally more effective for long-term retention than massed cramming. Feedback on performance is also critical, as it provides information for correcting and refining behavior during the process.

149. (C) The thalamic reticular nucleus (TRN) acting as a gate
The thalamic reticular nucleus acts as a sophisticated gating mechanism that regulates flow of sensory information to the cerebral cortex. By selectively inhibiting or allowing signals to pass through the thalamus, it plays a primary role in filtering out distractions and focusing on relevant inputs. This structure is essential for maintaining focus and managing the brain's limited resources.

150. (B) Signal detection theory
A police lineup is an applied example of Signal Detection Theory, as witnesses must decide whether a specific signal is present among noise. This task involves both the witness's sensitivity to suspect features and their response bias for making identifications. Analyzing this process helps understand the factors that influence witness accuracy and the trade-offs involved in decision-making.

151. (B) Convergence
Monocular depth cues, such as relative size and linear perspective, provide spatial information that can be processed using only one eye. These cues are essential for perceiving depth in two-dimensional images. Convergence, however, is a binocular cue that involves the physical sensation of eye muscles turning inward, requiring both eyes to provide information about the distance of an object.

152. (C) The target behavior is complex and unlikely to occur naturally.
Shaping is a necessary operant conditioning technique when desired target behavior is complex and unlikely to occur spontaneously. In such cases, trainers reinforce successive approximations, or small steps, that lead to final responses. This method allows for acquisition of sophisticated behaviors that are not part of natural repertoire by building them incrementally through a series of rewards.

153. (C) Branching program
Branching programming is an individualized approach to programmed learning that allows students to follow different paths based on performance. Learners who demonstrate mastery can skip ahead to advanced frames, while those who make errors are directed to remedial sections. This flexibility accommodates individual differences in learning speed and comprehension, ensuring each student receives the appropriate level of instruction required.

154. (B) P-3, Q-4, R-1, S-2
Major learning theories are associated with specific researchers and concepts. Ivan Pavlov studied conditioned reflexes, while Edward Thorndike pioneered instrumental conditioning through trial and error. Edward Tolman introduced the cognitive map to explain spatial learning, and B.F. Skinner developed radical behaviorism, focusing on how reinforcement shapes voluntary actions. These theoretical frameworks together represent the history of behavioral science.

NODIA

155. (C) Motor skill learning, which involves aspects of all listed learning types
Learning complex motor skills, such as riding a bicycle, involves integration of various types

of learning, including perceptual and motor components. This process requires coordination of physical movements with incoming sensory information to maintain balance and navigate effectively. While it has unique characteristics, motor learning often incorporates elements of trial and error, feedback, and refinement of coordinated actions.

156. (A) Perceptual constancy
Perceptual constancy is the ability of the brain to maintain stable perceptions of object properties despite changes in viewing conditions. Recognizing a friend's face from different angles or in various lighting is possible because visual systems compensate for variations in retinal images. This ensures consistent and reliable experiences of the world, allowing for accurate identification of familiar people and objects.

157. (B) Fixed-ratio
A fixed-ratio schedule provides reinforcement after a set, unchanging number of responses. This schedule typically produces very high rates of responding, as individuals work quickly to reach target numbers. A characteristic feature is the post-reinforcement pause, a short period of inactivity occurring immediately after reward delivery before the next round of high-speed responding begins again in earnest.

158. (C) Contrast
External determinants of attention are objective characteristics of the stimulus itself that capture focus. Contrast is a primary external factor, as stimuli that stand out significantly from surroundings are more likely to be noticed. Unlike internal determinants such as motives or past experience, contrast is a physical property that can automatically draw attention in any given environmental context.

159. (C) Semantic meaning or importance
The late selection model of attention proposes that all stimuli are fully processed for semantic meaning before any selection takes place. According to this view, the attentional bottleneck is located at the stage of response selection rather than during initial perception. This allows for evaluation of the importance of all incoming information before it reaches the level of focus.

160. (A) Both A and R are true and R is the correct explanation of A.
B.F. Skinner argued that punishment is generally less effective than reinforcement for long-term behavioral change. He observed that punishment often only suppresses undesirable actions temporarily and does not provide information on correct behavior. Furthermore, it can lead to negative side effects such as fear and anxiety, which may complicate the learning process and damage relationships between individuals.

161. (B) II only
Pattern recognition theories offer different explanations for how we identify objects. Feature analysis theories suggest that we recognize patterns by identifying basic constituent parts. Prototype theories involve matching sensory input to abstract, average representations. While template matching is less flexible, these analytical and prototypical models provide robust accounts for how the human mind organizes and identifies varied and complex environmental stimuli.

162. (C) Paired-associate method
The paired-associate method is a central technique in verbal learning that investigates how individuals form connections between specific stimulus and response items. This task requires learners to memorize pairs of words or syllables and provide correct responses when presented with stimuli. It is widely used to study mechanisms of associative memory and factors that influence acquisition rates and retention.

163. (B) Acquisition
Acquisition is the initial stage of classical conditioning where the strength of a conditioned response increases through repeated pairings of the conditioned stimulus and unconditioned stimulus. During this phase, organisms learn relationships between cues, leading to stable responses. The speed and strength of acquisition depend on factors such as timing, intensity, and the biological significance of the stimuli involved.

164. (B) Treisman's Attenuation Model
Treisman's attenuation model explains how personally significant stimuli can be perceived from an unattended auditory channel. According to this theory, unattended messages are not completely blocked but are instead weakened or

Click Here to Buy book on Amazon

attenuated. If a stimulus has a very low threshold for recognition due to importance, it can still reach consciousness despite being attenuated by the initial selective filter system.

165. (C) Orienting attention to visual stimuli
The superior colliculus is a midbrain structure that plays a vital role in orienting attention toward visual stimuli. It coordinates eye movements and head shifts to bring significant environmental objects into focus. By managing these automatic responses, the superior colliculus allows individuals to quickly react to changes in their visual field, facilitating the efficient selection and processing of sensory.

166. (B) The Law of Effect
The law of effect states that behaviors followed by satisfying or pleasant outcomes are strengthened and more likely to be repeated, while those followed by unsatisfying results are weakened. This principle highlights the importance of environmental consequences in shaping behavioral patterns. It serves as a foundational concept in learning, explaining how organisms adapt their actions based on previous experience.

167. (D) Reinforcement
Perceptual organization is governed by Gestalt principles such as proximity, similarity, and closure, which describe how the mind structures sensory data into patterns. These laws focus on inherent properties of stimuli and organizational tendencies. Reinforcement, however, is a behavioral principle related to consequences of actions and is not a determinant of visual or organizational perception within these theories.

168. (B) Signal Detection Theory
Signal Detection Theory provides a framework for understanding how individuals make decisions under conditions of uncertainty, such as identifying faint tumors on X-rays. This task involves distinguishing subtle signals from noise. SDT allows researchers to analyze both observer sensory sensitivity and subjective criteria or bias used to make diagnoses, providing a detailed view of the complex decision-making process.

169. (B) Both Statement I and Statement II are false.
Hull's theory is considered a molecular approach because it focuses on specific stimulus-response connections and utilizes detailed mathematical formulas. In contrast, Tolman's theory is molar, as it emphasizes larger patterns of goal-directed behavior and internal representations. Both theorists sought to explain learning but differed significantly in their level of analysis and theoretical focus, with Tolman emphasizing the cognitive aspects.

170. (B) Learning to respond differently to words that sound or look similar.
Discrimination in verbal learning is the cognitive process of learning to make unique and appropriate responses to different stimuli that may appear similar. This skill is vital for preventing confusion between related words or symbols. By identifying distinctive features of each item, learners ensure their responses are accurate and specific to environmental cues, facilitating precise communication and language development.

171. (B) Von Restorff effect (Isolation effect)
The Von Restorff effect describes the tendency for items that are unique from others in a list to be remembered effectively. When a word stands out due to unusual nature or physical appearance, it captures more attention and is more likely to be encoded into long-term memory than surrounding items. This phenomenon highlights how distinctiveness influences focus and retrieval.

172. (C) The handling of incorrect responses.
The primary distinction between linear and branching programmed learning lies in how incorrect responses are handled. In linear programs, students follow the same fixed sequence regardless of answers. In contrast, branching programs adapt to learner mistakes by providing remedial loops or alternative paths, offering a personalized and flexible instructional experience tailored to the unique needs and performance of each individual student.

173. (A) P-4, Q-2, R-1, S-3
Perceptual phenomena involve ways the brain interprets visual information. The phi phenomenon creates motion from sequential lights, while the autokinetic effect involves apparent movement of stationary lights. Depth perception relies on cues like retinal disparity,

Downloaded from www.pdf.tube

which is binocular, and interposition, which is monocular. These concepts illustrate complex mechanisms the visual system uses to construct coherent realities from varied sensory inputs.

174. (B) Organisms are biologically predisposed to learn some associations more easily than others.
Preparedness is a biological concept suggesting that organisms are predisposed to learn certain associations easily due to evolutionary factors. For example, animals quickly learn to avoid tastes causing illness but struggle to associate lights with nausea. This idea challenges the notion that all stimuli are equally conditionable, highlighting the role of biology and natural selection in the learning process.

175. (C) Selective and limited in capacity
Attention is characterized by two fundamental properties: selectivity and limited capacity. Individuals can only focus on a small portion of available sensory information at any time, filtering out the rest. Because cognitive resources are finite, the brain must prioritize relevant inputs while ignoring distractions, ensuring that information processing remains efficient and not overwhelmed by environmental complexity or competing demands.

176. (C) Law of Continuity
The Gestalt law of continuity states that individuals tend to perceive smooth, flowing patterns rather than discrete or broken elements. When looking at a sequence of dots, the brain naturally groups them into continuous lines following consistent directions. This organizational tendency helps simplify complex visual information by favoring simple and connected structures over fragmented or disjointed sensory data presented.

177. (A) Both A and R are true and R is the correct explanation of A.
Edward Thorndike's learning theory is classified as an S-R theory because it emphasizes formation of direct connections between environmental stimuli and behavioral responses. He argued that these bonds are strengthened when followed by satisfying consequences, known as the law of effect. This focus on objective associations rather than mental states laid groundwork for behavioral research and the behaviorist movement.

178. (A) The degree of similarity between the stimulus items and the response items.
A critical determinant in paired-associate learning is degree of similarity between items within lists. High similarity leads to interference, making it difficult to distinguish between different pairs. When stimuli or responses are too similar, forming unique associations becomes more challenging, thereby slowing acquisition and increasing errors. Differentiating related items requires greater effort, impacting the efficiency of the memory process.

179. (B) B.F. Skinner
B.F. Skinner's theory of operant conditioning explains how voluntary behaviors are learned and maintained through reinforcement. When an action is followed by desirable consequences, behavior is strengthened. This process demonstrates how environmental rewards shape and control the repertoire of an organism's actions by associating specific behaviors with positive outcomes, rather than being triggered by preceding signals as in classical conditioning.

180. (D) I, II and III
Biological foundations of attention involve complex brain regions working in concert. The reticular activating system is responsible for general arousal and alertness. The parietal lobe facilitates shifting focus between different spatial locations, while the frontal lobe manages executive control and planning of attentional tasks. Together, these structures ensure that the brain effectively selects, processes, and prioritizes relevant information from the.

181. (B) Size constancy
Size constancy is the ability to perceive objects as being the same size regardless of distance and resulting changes in retinal image size. The brain achieves this by integrating information about retinal projection with cues about distance. This ensures perception remains stable and accurate, allowing individuals to recognize familiar objects correctly even as their physical relationship to those objects changes over time.

182. (B) variable-ratio
A variable-ratio schedule provides reinforcement after an average number of responses, but the exact number required for each reward varies

NODIA

unpredictably. This schedule results in very high and steady rates of behavior. Because the next reward is always uncertain, behavior becomes highly resistant to extinction. Pigeons reinforced after an average of ten pecks demonstrate this pattern of persistent and rapid.

183. (A) I, II, III
Learning typically follows a chronological progression starting with acquisition, where new responses are first established. This is followed by generalization, where learned behavior is extended to other similar stimuli. Finally, discrimination occurs as learners acquire ability to respond uniquely to different cues, refining behavior to ensure it is used only in appropriate contexts, maximizing accuracy and efficiency in various environmental situations.

184. (C) knowledge, expectations, and context
Top-down processing refers to the influence of an observer's existing knowledge, expectations, and contextual information on perception. Rather than relying solely on raw sensory data, the brain uses pre-existing mental frameworks to organize and interpret incoming information. This allows individuals to quickly make sense of environments by making educated guesses based on previous experiences, facilitating faster identification of familiar objects.

185. (C) Signs or signals that lead to goals.
Edward Tolman proposed sign learning, suggesting that organisms learn relationships between environmental signs and the goals they lead to. This purposive behaviorism emphasizes that animals are not just forming simple connections but are acquiring mental representations of surroundings. By identifying cues that signal rewards, organisms can navigate environments in goal-directed manners, demonstrating that learning involves more than just simple reflexive.

186. (D) CS (Conditioned Stimulus)
Signal Detection Theory analysis utilizes core components to evaluate performance, including hit rates, false alarm rates, and sensitivity measure d-prime. These parameters allow for detailed assessment of how well observers detect signals amidst noise. However, the conditioned stimulus is a concept from classical conditioning and is not part of the framework used in detection theory for analyzing decision-making under uncertainty.

187. (B) Generalization
Generalization in verbal learning occurs when individuals make learned responses to new stimuli similar to the original one. This process allows for flexible application of knowledge but can also result in errors if stimuli are not sufficiently distinguished. It is a fundamental mechanism through which learned associations are extended to a wider range of cues, reflecting how information is organized cognitively.

188. (C) Fixed-interval
A fixed-interval schedule leads to a distinctive scalloped pattern of responding, where behavior increases sharply as reinforcement time approaches. After reward delivery, there is typically a brief pause or significant decrease in responding. This cycle repeats, reflecting the individual's learning of the predictable time interval between reinforcements in the environment, leading to a unique and identifiable pattern of behavioral responses.

189. (A) P-3, Q-4, R-1, S-2
Selective attention models evolved with contributions from key theorists. Broadbent pioneered early selection filter theory, while Treisman introduced attenuation for unattended signals. Deutsch and Deutsch argued for late selection after semantic processing. Neisser proposed the perceptual cycle, which emphasizes synthesis of bottom-up and top-down information in a continuous and active loop, integrating anticipation with environmental exploration and subsequent schema modification.

190. (C) Elements that move together in the same direction tend to be perceived as a group.
The Gestalt law of common fate states that visual elements moving together in the same direction and speed are perceived as a single group. This principle helps the brain organize dynamic scenes by grouping objects with shared trajectories. By identifying collective movements, the visual system distinguishes moving groups from background, aiding in the interpretation of complex and moving visual environments.

Click Here to Buy book on Amazon

191. (B) Skinner rejected Thorndike's mentalistic concept of 'satisfaction'.
B.F. Skinner's approach to operant conditioning differed from Thorndike's connectionsim by rejecting subjective mentalistic terms. Skinner argued behavior should be explained strictly in terms of observable consequences and reinforcement. While both studied how outcomes shape actions, Skinner's focus on radical behaviorism aimed to provide objective accounts, emphasizing the functional relationship between environmental events and the resulting modifications in behavioral frequency.

192. (B) Contrast
Contrast is an external determinant of attention where a stimulus that differs significantly from surroundings is more likely to be noticed. Seeing a red flower in a field of yellow is a classic example of how distinct features capture focus. This principle is used to draw attention toward specific information, as the visual system is naturally attracted to significant deviations.

193. (B) Our perception of depth can influence our perception of length.
The Muller-Lyer illusion demonstrates how the brain's interpretation of depth cues can influence perception of line length. By presenting lines with differently oriented fins, the visual system mistakenly uses depth information to estimate size. This phenomenon shows that perception of simple geometric features is not isolated but is actively constructed based on surrounding spatial context and internalized depth processing mechanisms.

194. (C) Statement I is true, but Statement II is false.
Clark Hull proposed that learning only occurs when biological drives are reduced following behavioral responses. In contrast, Edward Tolman argued that reinforcement is not necessary for acquisition of knowledge, demonstrated through latent learning research. However, Tolman believed reinforcement is essential for performance of learned behavior, as it provides motivation. Thus, these theorists had distinct views on the specific roles of reward.

NODIA

195. (A) Both A and R are true and R is the correct explanation of A.
Learning nonsense syllables is difficult because they lack pre-existing associations. Meaningful words are easier to encode and retrieve because they are linked to established semantic networks. These existing connections provide cognitive scaffolds facilitating faster acquisition and stable retention during verbal tasks. By utilizing existing knowledge, learners can more efficiently integrate new information into memory, reducing the overall time required.

196. (D) Generalization
Generalization is a process in classical conditioning where conditioned responses are triggered by stimuli similar to original conditioned stimuli. This tendency allows organisms to react to related cues without needing specific training for every variation. While adaptive, it can lead to inappropriate responses if new stimuli are not relevant. It reflects how learned associations spread across a spectrum of related environmental inputs.

197. (B) A process of focusing consciousness on a limited range of stimuli.
Attention is the cognitive process of focusing conscious awareness on a limited range of sensory information while ignoring other stimuli. Because brain resources are finite, individuals must selectively prioritize certain inputs to ensure effective processing. This purposeful concentration allows for management of environmental complexity, ensuring that the most relevant and important information is always given priority for further analysis and action.

198. (D) I, II and III
Perception is a complex process typically involving a combination of bottom-up and top-down processing. Bottom-up processing is driven by specific features and sensory data from stimuli. Top-down processing is influenced by the observer's prior knowledge and situational context. Together, these two mechanisms allow the brain to efficiently and accurately interpret fragmented or ambiguous sensory information, ensuring a coherent understanding of environment.

199. (B) Programmed learning
Programmed learning is an educational method developed by B.F. Skinner applying behavioral principles to instruction. It involves breaking subjects into small steps and requiring active responses at each stage. By providing immediate reinforcement for correct answers, programs ensure learners master each concept before moving on, maximizing efficiency and minimizing errors while establishing strong and reliable behavioral connections through consistent success throughout.

200. (D) The build-up of proactive interference
The build-up of proactive interference occurs in verbal learning when learning multiple lists from the same category becomes increasingly difficult. As individuals acquire more items of the same type, old information interferes with encoding new data. This competition between similar memories leads to recall performance decline, illustrating challenges of distinguishing between related linguistic items and the resulting decrease in memory accuracy.

201. (C) The sensory information from the environment.
Bottom-up processing is a data-driven approach where perception begins with the analysis of raw sensory information from the environment. The process starts at sensory receptors and moves toward higher-order brain regions to build coherent representations. By identifying basic features like color and shape, the brain constructs perception without relying on prior expectations, ensuring an accurate response to physical stimulus properties.

202. (C) The more attention we give to one task, the less is available for others.
The concept of attention as a resource suggests that individuals have limited mental energy to allocate toward different cognitive tasks. When attempting to perform multiple tasks simultaneously, they must divide this finite resource. Consequently, as attentional demands of one task increase, resources available for others decrease, potentially leading to performance decline. This highlights the trade-offs involved in managing cognitive load.

203. (B) An innate, reflexive reaction to a stimulus.
In classical conditioning, the unconditioned response is an innate, reflexive reaction occurring naturally in response to a specific stimulus without prior learning. For example, salivation in response to food is a biological response requiring no conditioning. These natural reactions serve as foundation for building learned associations with neutral stimuli, which eventually become conditioned signals through repeated pairing with unconditioned stimuli.

204. (C) Verbal learning
The serial learning curve is a fundamental finding in verbal learning illustrating how the position of items in lists affects recall. The primacy effect describes superior memory for items at the beginning, while the recency effect accounts for better recall of items at the end. This pattern provides insights into how information is rehearsed and stored within the human memory system.

205. (A) Both A and R are true and R is the correct explanation of A.
Gestalt psychology emphasizes that perception is a holistic process where the brain actively organizes fragmented sensory information into meaningful wholes. According to this view, the mind does not just add up individual parts but uses principles like proximity to create organized structures. This illustrates that our experience of the world is more than just the sum of basic sensory.

206. (D) Tolman
While Thorndike, Pavlov, and Skinner are central figures in behaviorism, Edward Tolman is categorized as a cognitive behaviorist. His work emphasized the role of internal mental processes, such as the formation of cognitive maps, which went beyond strict stimulus-response focus of early behaviorism. By including internal variables, Tolman helped bridge the gap between behavioral actions and complex internal cognitive structures.

207. (C) Driving a car while talking on a hands-free phone.
Divided attention is the cognitive ability to process multiple stimuli or tasks simultaneously. Driving while engaging in conversations is a

Downloaded from www.pdf.tube

typical example, requiring individuals to allocate finite resources between two complex activities. Performance can be compromised if total demand exceeds available capacity, illustrating the limitations of the attentional system and the challenges of managing multiple streams of information concurrently.

208. (B) Closer objects appear to move faster and in the opposite direction than distant objects.
Motion parallax is a monocular depth cue occurring when observers are in motion. Objects closer to the individual appear to move faster and in opposite directions, while distant objects seem to move slowly or even follow the observer. This relative motion provides essential information about distance and spatial arrangement, helping the brain construct accurate three-dimensional understandings of the environment during movement.

209. (B) P-2, Q-4, R-1, S-3
Learning terminology describes various stages of behavioral acquisition. Acquisition is the initial phase of learning responses, while shaping involves reinforcing approximations of complex behaviors. Extinction refers to the gradual weakening of responses when no longer reinforced. A cognitive map is an internal mental representation of spatial environments, acquired through exposure. These concepts provide a framework for understanding how organisms learn and adapt.

210. (B) Study learning in a way that minimized the influence of prior knowledge and meaning.
Early researchers in verbal learning used nonsense syllables to study the basic mechanisms of memory while minimizing the influence of meaning. By using these meaningless items, they could investigate how information is acquired and forgotten in its purest form. This approach allowed for more controlled experiments on the effects of list length and time, establishing the quantitative study of memory.

211. (D) Executive Attention - Latent Learning
Attention encompasses distinct functions, including selective, divided, and sustained focus. Selective attention prioritizes one stimulus, while divided attention involves multitasking. Sustained attention refers to maintaining focus over time. However, executive attention is related to goal-directed control, rather than latent learning, which is a cognitive concept involving knowledge acquisition without immediate performance. This mismatch highlights the different domains of psychology.

212. (C) Closure
Closure is a Gestalt principle describing the human tendency to perceive incomplete visual figures as whole and complete. When presented with a circle that has small gaps, the brain automatically fills in the missing information to create a coherent mental image. This organizational law helps individuals identify familiar forms despite imperfect sensory information, facilitating the efficient interpretation of the visual world.

213. (C) Behaviorist Psychologists like Hull or Skinner
The definition of learning as a relatively permanent change in behavior resulting from reinforced practice is central to behaviorist psychology. Theorists like Hull and Skinner emphasized the role of environmental consequences and repeated experience in shaping an organism's repertoire. By focusing on observable actions and reinforcements, they sought to provide scientific accounts of how behaviors are acquired and modified over time.

214. (D) I, II and III
Programmed learning is an instructional design based on active responding and small, sequential steps. It ensures high success rates by guiding learners through manageable frames providing immediate feedback. Branching programs offer flexibility by adapting paths based on performance, allowing for remediation or skipping sections according to specific needs. These methods represent a structured and efficient application of behavioral principles to educational.

215. (B) Attention and automatic processing
The Stroop effect demonstrates how automatic processes can interfere with controlled attentional tasks. When persons try to name the ink color of words spelling different colors, automatic reading of the words slows down response time. This interference highlights the difficulty of overriding well-learned habits when focusing on specific, less automatic tasks,

NODIA

revealing the underlying competition within the human attentional system.

216. (D) Unconditioned Response (UR)
In Pavlov's famous experiment, salivation in response to food is an unconditioned response. This is a natural, biological reflex occurring without prior learning or conditioning. By pairing a neutral stimulus with food, Pavlov eventually elicited a similar response to the new cue, illustrating the fundamental process of classical conditioning where natural reflexes serve as the basis for learning new associations.

217. (C) An abstract average or 'best' example of a category.
Prototype theory suggests that the mind stores abstract, idealized average representations of categories to facilitate pattern recognition. Encountering new stimuli, individuals compare them to these stored prototypes to determine classification. This flexible model allows for recognition of wide varieties of objects within a category, even if they differ significantly from each other, illustrating how the mind organizes complex information efficiently.

218. (B) Whole learning
Whole learning is a method where individuals practice entire sets of material from beginning to end in each session. This approach is compared to part learning, where material is broken into segments. Practicing the whole unit helps learners understand overall structure and connections within information, potentially aiding long-term retention. It is often used for shorter lists or highly structured material.

219. (D) Statement I is false, but Statement II is true.
Attention is not a unitary concept but a multifaceted process involving several distinct functions. Its biological basis is not localized to a single area but instead relies on a complex network of brain regions, including the reticular formation, thalamus, and various lobes of the cerebral cortex. Together, these structures coordinate to manage arousal, orienting, and executive control of sensory information.

220. (C) Edward Thorndike
Edward Thorndike was the first psychologist to propose the law of effect, stating that behaviors followed by satisfying consequences are more likely to be repeated. His research with cats in puzzle boxes provided early empirical evidence for this principle. This foundational idea paved the way for modern operant conditioning and the scientific study of behavioral modification through the use of rewards.

221. (B) Sensory adaptation
Sensory adaptation is a reduction in sensitivity of sensory receptors after constant and prolonged exposure to unchanging stimuli. This process allows the brain to filter out irrelevant background information, such as the feel of a watch. By adapting, the system remains ready to detect new and informative changes in the environment, ensuring that focus is directed toward significant and novel events.

222. (C) Retinal Disparity
Retinal disparity is a fundamental binocular cue for depth perception occurring because our eyes are located in different positions, resulting in slightly different images on each retina. The brain uses the difference between these two perspectives to calculate distance in three-dimensional space. This cue is vital for accurate depth perception and the ability to perceive a stereoscopic view of the surroundings.

223. (C) Latent learning
Latent learning, as described by Edward Tolman, is the acquisition of information that occurs without immediate reinforcement or obvious changes in behavior. Learners internalize environmental knowledge, such as maze layouts, but only demonstrate this knowledge when rewards or goals are introduced. This concept highlights the distinction between acquisition of information and performance, suggesting that learning can happen purely through exposure.

224. (C) Ability to adapt to individual differences in learners.
The major advantage of branching programmed learning is its ability to accommodate individual differences in learning speed and comprehension. Unlike linear programs, branching programs adapt the instructional path based on student performance. This flexibility allows for personalized remediation or acceleration, ensuring that each learner receives the support

Click Here to Buy book on Amazon

they need to succeed, making the educational experience more efficient and tailored to requirements.

225. (A) Both A and R are true and R is the correct explanation of A.
Paired-associate learning is faster when items in a pair are meaningfully related because the brain utilizes pre-existing semantic associations. These existing links provide a cognitive framework making the formation and retrieval of new connections more efficient. When stimuli and responses share a logical relationship, they are easier to encode and less susceptible to forgetting during the subsequent recall tasks.

226. (C) Attention
The orienting response is an automatic biological reaction occurring when individuals encounter new or significant stimuli. It involves physiological changes, such as turning toward sources, to facilitate better sensory processing. As a basic manifestation of attention, it helps organisms quickly respond to changes and prioritize relevant environmental information, ensuring survival and efficient interaction with surroundings through rapid and automatic selection.

227. (B) P-2, Q-4, R-1, S-3
Depth perception relies on visual cues providing information about distance. Interposition is a monocular cue where one object blocks another. Linear perspective involves parallel lines appearing to converge. Convergence is a binocular cue where eye muscles turn inward for near objects. Together, these signals allow the brain to construct three-dimensional representations, ensuring individuals can accurately perceive space and navigate the environment.

228. (C) Tolman's Sign Learning (in terms of necessity for learning)
While most behaviorist theories emphasize reinforcement in learning, Edward Tolman's theory of sign learning suggests it is not necessary for the acquisition of knowledge. His research on latent learning showed that organisms could learn without immediate rewards. However, Tolman believed reinforcement is essential for performance of behavior, as it provides a specific goal or motive to demonstrate the acquired knowledge.

229. (D) Law of common fate
Verbal learning is influenced by several determinants, including meaningfulness of material, methods of practice, and learner motivation. These factors help explain the efficiency and speed of acquiring symbolic information. However, the law of common fate is a Gestalt principle of perceptual organization and does not play a direct role in the cognitive processes associated with verbal or linguistic memory acquisition.

230. (B) Positive reinforcement
Positive reinforcement involves the presentation of desirable stimuli following a behavior to increase the likelihood of that behavior occurring again. A teacher's praise for correct answers is a classic example. By rewarding desired actions, the teacher strengthens behavior, making students more motivated to continue participating. This process is fundamental for effectively shaping and maintaining new responses within various educational settings.

231. (C) Intensity
External determinants of attention are physical properties of a stimulus that naturally attract focus. Intensity is a primary factor, as bright lights or loud noises are more likely to be noticed than weak ones. These objective characteristics capture attention regardless of individual internal state, serving as fundamental mechanisms for prioritizing significant information from the environment and ensuring rapid awareness of stimuli.

232. (C) I and III only
The Ponzo illusion demonstrates how the brain's interpretation of depth cues can mistakenly affect perception of object size. Furthermore, Gestalt laws describe innate organizational tendencies the mind uses to structure sensory information into patterns. Together, these concepts illustrate that perception is an active constructive process rather than a simple recording of reality, influenced by both stimulus properties and organizational rules.

NODIA

233. (C) Insight learning (as studied by Gestalt psychologists)
Insight learning is a cognitive process characterized by sudden realization of solutions to problems, often referred to as 'aha!' experiences. Studied by Gestalt psychologists, this type of learning involves mentally restructuring problems until the answer becomes clear. It differs from trial-and-error as it relies on internal cognitive reorganization rather than a series of gradual behavioral increments or accidental successes.

234. (B) Semantic generalization
Semantic generalization in verbal learning is the tendency to respond similarly to words related in meaning. When persons generalize responses from specific items to categories, it demonstrates the influence of semantic associations on behavioral patterns. This process illustrates how the brain organizes information based on conceptual relationships rather than just physical features, facilitating the flexible use of learned information across contexts.

235. (B) A late-selection model (Deutsch & Deutsch) or an attenuation model (Treisman)
The observation that one's own name can capture attention from an unattended channel supports late-selection or attenuation models. These theories propose that unattended information is not completely blocked but is either weakened or processed for meaning. This allows personally significant stimuli with low recognition thresholds to reach consciousness, even when they are not the primary focus of an individual's focus.

236. (C) Gestalt Psychology
The law of pragnanz is the fundamental principle of Gestalt psychology, stating that individuals perceive sensory information in the simplest and most organized way possible. This tendency toward good form ensures that the mind creates stable and symmetrical patterns from complex inputs. By favoring simplicity and order, the perceptual system makes interpretation of the external world efficient and structured.

237. (B) Negative reinforcement
Negative reinforcement is an operant conditioning process where the removal of an unpleasant stimulus following a specific behavior increases the future frequency of that behavior. This strengthening occurs because the action provides relief from a negative state. It is a powerful mechanism for learning escape and avoidance behaviors that help individuals successfully navigate challenging or uncomfortable environmental situations effectively over time.

NODIA

238. (A) Both Statement I and Statement II are true.
Serial learning and free recall are two fundamental methods used in verbal learning research to study different aspects of memory. Serial learning requires memorization of a list in a fixed sequence, emphasizing order. Free recall allows participants to remember items in any order, revealing how information is naturally grouped and retrieved based on pre-existing associations and internal organizational strategies.

239. (C) Dopamine
Dopamine is a primary neurotransmitter in the brain's reward system, playing a critical role in reinforcement and motivation. When a behavior is followed by rewards, dopamine is released, strengthening the neural pathways associated with that action. This biological mechanism ensures that organisms are motivated to repeat behaviors that lead to positive and satisfying environmental outcomes, facilitating acquisition of responses.

240. (B) A motion aftereffect
The waterfall illusion is a classic example of a motion aftereffect, where staring at a moving stimulus for a period causes stationary objects to appear to move in the opposite direction. This phenomenon occurs because neurons sensitive to specific directions of motion become fatigued, leading to imbalances in the brain's motion detection system once the initial stimulus is removed.

241. (C) Constant and unchanging
Constant and unchanging stimuli are the least likely to maintain attention because the sensory system naturally adapts to them. Through the process of sensory adaptation, receptors become less responsive to static inputs, allowing the brain to focus on more informative changes. Factors like high intensity, novelty, and motion are much

more effective at drawing and holding focus in dynamic environments.

242. (C) Discriminative stimulus
A discriminative stimulus is an environmental cue signaling the availability of reinforcement for a specific behavior. In a learning task, a light indicating when pressing a lever results in food becomes a signal controlling the organism's response. By learning relationships between stimuli and consequences, individuals can appropriately time their actions to maximize rewards, illustrating the situational control of operant behavior.

243. (A) satisfying
The law of effect states that behavioral responses leading to a satisfying state of affairs are more likely to be stamped in or strengthened. This means connections between stimuli and responses become more stable over time due to positive outcomes. This fundamental principle of learning emphasizes the role of environmental results in shaping behavior, providing the basis for modern operant theory.

244. (B) The tendency to apply a learned response to stimuli similar to the original stimulus.
Generalization in verbal learning describes the tendency for individuals to apply learned responses to new stimuli similar to the original. This process allows for flexible use of acquired information in novel situations sharing common features with previous experiences. While adaptive, it can lead to inappropriate responses if similarities are only superficial, highlighting the balance between cognitive flexibility and precision.

245. (A) Both A and R are true and R is the correct explanation of A.
Retinal disparity is a fundamental binocular cue for depth perception relying on the slightly different images received by each eye. Because of horizontal separation, each eye views the world from a unique perspective. The brain integrates these inputs and uses disparity between them to compute distance and three-dimensional arrangement of objects in space, ensuring accurate perception of the visual.

246. (D) Tolman
Edward Tolman is the theorist associated with purposive behaviorism, an approach emphasizing the goal-directed nature of actions. He argued that organisms do not just learn reflexive responses but instead acquire internal mental representations of their environment. By identifying signs leading to rewards, animals can navigate surroundings with purpose, demonstrating that learning involves complex knowledge acquisition rather than just simple associations.

247. (B) strengthens; weakens
The fundamental difference between reinforcement and punishment lies in their effect on behavior. Reinforcement always strengthens behavior and increases its future frequency. Punishment aims to weaken behavior and decrease the likelihood of it occurring again. Understanding this distinction is essential for effectively using behavioral principles to modify or control actions, ensuring that desired responses are encouraged while unwanted ones are reduced.

248. (B) Picture perception
Picture perception is a specialized area of study investigating how individuals interpret two-dimensional images as representing three-dimensional objects. This process involves utilizing pictorial depth cues, such as linear perspective and shading, to construct senses of volume and space from flat surfaces. It highlights the brain's ability to create complex spatial representations from limited sensory data, utilizing top-down knowledge and pictorial.

249. (A) Memorizing the state capitals.
Paired-associate learning is a verbal method where individuals form connections between two specific items, such as a stimulus and response. Memorizing state capitals is a classic example, as it requires associating state names with capital city names. This task is essential for acquiring factual information and vocabulary, providing a model for how the brain establishes and retrieves symbolic associations.

250. (C) P-2, Q-1, R-3, S-4
Different learning paradigms describe various ways behavior is acquired. Classical conditioning

Downloaded from www.pdf.tube

involves involuntary reflexes to new stimuli, while operant conditioning focuses on voluntary responses shaped by consequences. Latent learning is acquisition of knowledge without immediate performance, and trial-and-error involves strengthening successful stimulus-response connections. These frameworks provide a comprehensive understanding of the diverse mechanisms through which organisms learn and adapt to environments.

251. (A) Selectivity
A primary characteristic of attention is selectivity, allowing individuals to focus on specific stimuli while filtering out irrelevant information. Because cognitive resources are limited, the brain must prioritize which sensory inputs receive processing. This selective mechanism is essential for navigating complex environments and ensuring that important information is successfully brought into conscious awareness, preventing the system from becoming overwhelmed by excessive data.

252. (C) Color constancy
Color constancy is the perceptual ability to perceive objects as having consistent colors despite changes in the wavelength of light reflected. The brain achieves this by compensating for surrounding illumination, ensuring that experiences of object hue remain stable. This process is vital for accurately identifying objects under different lighting conditions, demonstrating the sophisticated and stable nature of the human visual system.

253. (B) II and III only
Learning theories differ in their emphasis on mental processes. Clark Hull proposed a drive-reduction theory, focusing on satisfaction of physiological drives through behavior. Edward Tolman emphasized cognitive aspects, such as formation of cognitive maps and goal-directed action. Together, these theories, along with behavioral approaches, provide diverse perspectives on how organisms acquire and maintain knowledge, reflecting the complexity of behavioral.

254. (D) Extinction
Extinction is an operant conditioning process where a previously learned response weakens and stops occurring when it is no longer followed by reinforcement. As individuals learn that behaviors no longer produce desirable consequences, the frequency of actions declines. This process allows for elimination of behaviors that are no longer adaptive, demonstrating the brain's ability to update learned associations based on environmental.

255. (B) Meaningfulness
Consonant-vowel-consonant trigrams are difficult to learn because they are designed to lack meaningfulness and associations. Unlike real words, these nonsense syllables do not fit into existing semantic networks, requiring more cognitive effort for acquisition. This meaningfulness factor is a significant determinant of the rate at which information is internalized, as it influences how easily items can be encoded and retrieved.

256. (C) early-selection bottleneck
Broadbent's model of selective attention is classified as an early selection bottleneck model because it proposes that information is filtered at a very early sensory stage. According to this theory, only information passing through the filter based on physical characteristics is processed for meaning. This prevents the system from being overwhelmed by too much incoming data, ensuring efficient focus on specific signals.

257. (D) Perceiver's motivation
Determinants of perception include internal factors such as motivation, expectations, and past experience. An individual's current needs can significantly influence what they notice and how they interpret environmental stimuli. These subjective states act as top-down influences shaping the perceptual experience, making it unique to each person and situation. This highlights the active and personal nature of constructing a meaningful reality.

258. (B) Conditioned Stimulus (CS)
In this example of classical conditioning, the sound of the toilet flushing is the conditioned stimulus. It was originally a neutral cue gaining ability to elicit reactions because it was repeatedly paired with an unconditioned stimulus, the cold water. Over time, the sound itself becomes a reliable signal for upcoming events, triggering

NODIA

learned responses independently of the original biological trigger.

259. (B) Learning is the result of experience and interaction with the environment.
A core assumption of behaviorist theories is that learning results from experience and interactions with the environment. These theories focus on observable relationships between stimuli and responses, arguing that behavioral patterns are shaped by associations and consequences. By emphasizing external factors rather than mental states, behaviorists sought to provide scientific accounts of how organisms adapt their actions based on experience.

260. (B) Retroactive interference
Retroactive interference occurs when new information disrupts the ability to recall previously learned data. Learning new phone numbers can interfere with memory of older ones because both compete for the same cognitive resources. This phenomenon illustrates how continuous learning affects memory stability. It highlights the challenges of maintaining distinct and accurate memories when similar information is repeatedly acquired over time.

261. (A) Both A and R are true and R is the correct explanation of A.
In Treisman's attenuation model, selective attention works by weakening unattended messages rather than blocking them. This allows meaningful information, like one's own name, to still reach consciousness if it has a low recognition threshold. By proposing attenuators instead of all-or-nothing filters, this model provides a flexible and accurate account of how personally significant information is managed and brought into focus.

262. (B) Relative size and atmospheric perspective
Atmospheric perspective is a pictorial cue where distant objects appear hazier and less detailed. Combined with relative size, where distant objects are depicted as smaller, it provides powerful senses of depth and distance in landscapes. These monocular cues are essential for constructing three-dimensional representations from two-dimensional images, allowing the brain to accurately perceive space and distance in photographs and paintings.

263. (B) Operant conditioning
A rat learning to press a bar to obtain food is a classic example of operant conditioning. In this paradigm, voluntary behavior is shaped by environmental consequences. Because actions are consistently rewarded, the likelihood of behavior recurring increases. This demonstrates how associations between responses and outcomes are established, highlighting the role of reinforcement in guiding and maintaining specific actions within an environment.

264. (A) Both A and R are true.
Clark Hull proposed that primary drives are rooted in biological needs energizing behavior. In his theory, habit strength increases with the total number of times specific stimulus-response associations have been followed by reinforcement. Together, these factors explain how organisms acquire and maintain behaviors to satisfy physiological needs, providing a mathematical and scientific framework for understanding behavioral motivation and learning processes.

265. (D) CS (Conditioned Stimulus)
Signal Detection Theory analysis utilizes core components to evaluate performance, including hit rates, false alarm rates, and d-prime. These parameters allow for detailed assessment of how well observers detect signals amidst noise. However, the conditioned stimulus is a concept from classical conditioning and is not part of the framework used in detection theory for analyzing decision-making under conditions of uncertainty.

266. (B) The model cannot explain recognition of highly varied or novel stimuli.
A significant criticism of template-matching theories of pattern recognition is their lack of flexibility. These models propose that recognition occurs by matching input to exact copies, making it difficult to identify highly varied or novel stimuli. Since humans recognize objects in different forms and orientations easily, strict template approaches are insufficient to account for such versatility and the adaptive nature of perception.

267. (B) Skinner
B.F. Skinner is the theorist most associated with the term reinforcement. His work on operant conditioning focused on how behavioral

Click Here to Buy book on Amazon

consequences, whether positive or negative, influence the strength and frequency of behavior. By developing reinforcement schedules, Skinner provided a detailed framework for understanding how voluntary actions are shaped and maintained by environmental outcomes, becoming a cornerstone of behavioral psychology and education.

268. (A) P-4, Q-1, R-3, S-2
Major learning theorists are identified by specific experimental subjects. Ivan Pavlov studied salivation in dogs, while Edward Thorndike used puzzle boxes for cats. B.F. Skinner developed the operant chamber for rats and pigeons, and Edward Tolman utilized complex mazes to investigate the cognitive maps of rats. These unique experimental settings allowed each researcher to explore different aspects of behavioral acquisition and knowledge.

269. (B) Executive attention
Executive attention is a high-level cognitive function responsible for managing multiple tasks and coordinating information flow. It involves planning and goal-directed control of resources, ensuring relevant data is prioritized during complex activities. By juggling various pieces of information, executive attention allows for flexible problem-solving and decision-making, representing the sophisticated ability of the brain to manage competing demands and maintain focus.

270. (C) close to one another
The Gestalt law of proximity states that individuals tend to perceive visual elements located close to each other as forming a single group. This organizational principle helps the brain structure complex scenes by clustering nearby items. By favoring spatial closeness, the visual system simplifies sensory information into organized mental patterns, aiding in the identification of structures and objects within any given visual.

271. (B) Factors related to the stimulus (external) and the individual (internal)
Determinants of attention are categorized into external factors related to stimuli and internal factors related to individuals. External determinants include properties like intensity and motion that naturally capture focus. Internal determinants consist of subjective states such as motives and interests. Together, these factors shape how individuals select and prioritize information, ensuring that cognitive resources are directed toward relevant and meaningful inputs.

272. (B) Intervening variables (cognitive processes)
Edward Tolman's inclusion of intervening variables, such as cognitive processes, distinguished his theory from strict stimulus-response focus of early behaviorism. He argued that learning involves more than just simple associations, emphasizing the role of purpose. By considering these internal states, Tolman provided a more complex and cognitive explanation of behavioral patterns, highlighting how knowledge and internal representations guide animal behavior.

NODIA

273. (A) I and II only
Stimulus generalization and discrimination are two fundamental processes in verbal learning. Generalization involves responding in a similar way to different stimuli sharing common features, while discrimination is the ability to respond uniquely to different items. These mechanisms are essential for accurate communication, as they allow individuals to apply and refine learned associations, ensuring that responses are appropriate to the environmental context.

274. (C) Are very good at distinguishing the signal from the noise.
In Signal Detection Theory, high d-prime values indicate that individuals have high sensitivity and are effective at distinguishing signals from noise. This parameter reflects sensory capability rather than decision-making criteria. Persons with high d-prime will have more hits and fewer false alarms, demonstrating superior ability to accurately identify important information amidst distracting background interference during difficult detection tasks or monitoring.

275. (B) Negative reinforcement
Negative reinforcement is an operant process where the removal of an unpleasant stimulus, such as nagging, increases the likelihood of behavior occurring again. Because cleaning the room stops the nagging, the child is motivated to

repeat the action. This strengthens behavior by providing relief from a negative state, illustrating how organisms learn to perform actions that result in removal of discomfort.

276. (B) Perceptual organization
Figure-ground perception is a fundamental concept in perceptual organization describing how the visual system separates a primary object from its background. This process is essential for identifying forms and understanding scene structure. By determining which elements constitute the focal point, the brain can effectively process information. It remains a cornerstone of how the human mind organizes sensory inputs into organized realities.

277. (D) Skinner
B.F. Skinner's research directly led to the development of linear programmed learning. This method presents material in a fixed, sequential order of small steps. By requiring active responses and providing immediate reinforcement, it maximizes efficiency. This structured approach ensures that students master each concept before moving forward, effectively applying behavioral principles to create a highly controlled and effective instructional environment.

278. (B) Stimulus discrimination
Stimulus discrimination is a process where organisms acquire the ability to respond uniquely to different but similar stimuli. Learning to fear only specific dogs causing harm while remaining calm around others demonstrates precise understanding of cues. This mechanism is vital for adaptive behavior, as it prevents inappropriate responses to harmless stimuli while maintaining necessary reactions to those that actually signal danger or reward.

279. (A) monocular depth cues; size
The Ames Room illusion works by manipulating monocular depth cues, such as linear perspective, to create false perceptions of size. Because observers view the room from specific points, the brain is tricked into seeing rectangular spaces. Consequently, people within the room appear to change size dramatically, demonstrating how the visual system relies on learned spatial cues to construct perceived realities.

280. (C) Pavlov studied elicited reflexes, while Thorndike studied emitted, voluntary actions.
A primary difference between Pavlov's and Thorndike's research is the nature of responses studied. Pavlov focused on elicited, involuntary reflexes triggered by preceding stimuli. In contrast, Thorndike investigated emitted, voluntary actions shaped by environmental consequences. This distinction between reflexive and instrumental behavior served as the foundation for modern learning theories, separating the processes of classical conditioning from operant behavioral.

281. (A) Both A and R are true and R is the correct explanation of A.
Attention is widely recognized as a finite resource, meaning individuals have limited capacity to process information. When people attempt to perform two complex tasks simultaneously, they must divide this resource, often leading to performance decline. This highlights the challenges of multitasking and the importance of prioritizing tasks to ensure that cognitive systems are not overwhelmed by competing information streams.

282. (B) An active process of interpretation and organization.
Perception is an active cognitive process involving organization and interpretation of sensory information into meaningful experiences. It is not just a passive recording but includes the integration of raw data with existing knowledge and expectations. This process allows individuals to make sense of the world by constructing coherent internal representations, highlighting the brain's role in actively shaping our understanding of reality.

283. (B) It energizes behavior but does not direct it.
In Clark Hull's learning theory, drive is a general state of physiological arousal energizing behavior. While providing motivation, it does not specify which direction behavior should take. Instead, learned habits guide individuals toward specific goals. Thus, drive serves as the internal engine that powers actions to achieve relief, while the specific form of the response is determined by prior.

Downloaded from www.pdf.tube

284. (C) A list of common, high-frequency words.
Common, high-frequency words are learned quickly in verbal tasks because they have well-established associations in memory. These pre-existing links provide cognitive frameworks facilitating faster encoding and retrieval. Unlike nonsense syllables, common vocabulary is familiar, making it easier to process and integrate into long-term memory. This highlights how meaningfulness and familiarity significantly influence the efficiency and speed of the learning process.

285. (B) II, III, I
Learning theories can be arranged by cognitive complexity, starting with Pavlov's focus on simple reflexive associations. Hull's theory added complexity by including internal intervening variables like drive and habit strength. Tolman's approach is the most cognitive, as it emphasizes purposive behavior and internal representations. This progression reflects the historical shift toward acknowledging the active role of internal processes in learning.

286. (B) classical conditioning
Classical conditioning occurs when initially neutral stimuli come to elicit responses after being consistently paired with unconditioned stimuli naturally triggering reflexes. Through this associative process, the neutral cue becomes a conditioned stimulus signaling the upcoming event. This fundamental form of learning allows organisms to adapt by anticipating biologically significant events, demonstrating how environmental associations shape and control our reflexive behavioral responses.

287. (C) Convergence
Monocular depth cues, such as shading and relative size, provide spatial information that can be processed using only one eye. These cues are essential for perceiving depth in two-dimensional images. Convergence, however, is a binocular cue involving the physical sensation of eye muscles turning inward, requiring both eyes to provide information about the distance of objects, illustrating the specialized nature.

288. (B) Material meaningfulness
Material meaningfulness is a major determinant in verbal learning, as information with existing associations is acquired much more quickly than nonsense syllables. Learning pairs of real words is easier because the brain utilizes established links to facilitate encoding. This highlights how pre-existing knowledge significantly influences learning efficiency, as meaningful stimuli are more readily integrated into established and stable cognitive memory structures.

289. (D) I, II and III
Selective attention models include Broadbent's early selection filter and Treisman's attenuation theory, which offers a flexible mechanism for unattended signals. Deutsch and Deutsch proposed a late selection model, suggesting that all stimuli are processed for meaning before selection. Together, these theories provide a comprehensive understanding of the different stages and processes involved in managing information flow within the human system.

290. (B) Edward Thorndike
Edward Thorndike pioneered the idea that learning consists of forming direct connections between environmental stimuli and behavioral responses. His theory of connectionism emphasized that these bonds are strengthened when followed by satisfying consequences. This focus on objective associations and the relationship between actions and outcomes served as a critical foundation for later behaviorist learning theories, shaping the scientific study of conditioning.

NODIA

291. (B) P-3, Q-4, R-1, S-2
Key psychological concepts are characterized by core ideas. Divided attention involves allocating resources to multiple tasks, while figure-ground describes organization of visual scenes. The law of effect explains how consequences shape behavior, and latent learning refers to knowledge acquisition without immediate reinforcement. These varied principles represent the diverse ways individuals process information and adapt to environments, reflecting the multifaceted nature.

292. (C) Fixed Interval
A scalloped pattern of responding is characteristic of a fixed-interval reinforcement schedule. In this paradigm, the rate of behavior increases as the time for the next reinforcement approaches,

followed by a significant pause immediately after reward delivery. This cyclical pattern reflects the individual's learning of the predictable timing of reinforcements, leading to a unique and identifiable pattern of sustained behavioral responding.

293. (B) Perception
Perception is a primary field of psychology investigating how individuals interpret sensory information to understand depth, distance, and movement. This area explores various cues and mechanisms the brain uses to construct three-dimensional representations of the world. By investigating these processes, researchers gain insights into how we navigate and interact with environments, highlighting the active role of the brain in creating.

294. (B) Massed practice
Massed practice involves long, concentrated study sessions with few breaks, often referred to as cramming. This approach is generally less effective for long-term retention than spaced practice, which involves shorter sessions distributed over time. While massed practice can lead to short-term recall, it is more susceptible to forgetting and does not allow for deep encoding or consolidation of information.

295. (A) Both Statement I and Statement II are true.
Signal Detection Theory proposes that perception is a complex decision-making process involving detection of signals amidst noise. The theory is unique because it mathematically separates the influence of an observer's sensory sensitivity from their internal response bias. This allows for detailed and accurate analysis of performance in various detection tasks under conditions of uncertainty, providing insights into sensory and cognitive.

296. (B) apparent
The phi phenomenon is a perceptual illusion of apparent movement occurring when stationary lights are presented in rapid succession. The brain integrates these discrete inputs to create a continuous and dynamic experience of motion. This phenomenon demonstrates that perception is a constructive process where the mind generates movement experiences in the absence of real physical displacement, illustrating the sophisticated nature.

297. (C) Cognitive Map
Clark Hull's theory of learning integrated key concepts, including drive, habit strength, and reaction potential, to predict behavior. These variables were used in mathematical formulas to describe behavioral acquisition. However, the cognitive map is a concept developed by Edward Tolman to explain spatial learning and mental representations, and is not part of Hull's theory, highlighting their different theoretical focuses.

298. (C) Behaviorism
Behaviorism is a major psychological approach focusing on the scientific study of observable actions and environmental causes. The research of Ivan Pavlov on classical conditioning and B.F. Skinner on operant conditioning are both foundational to this perspective. By emphasizing external stimuli and responses over internal mental states, behaviorists sought to provide objective accounts of how organisms learn and adapt to surroundings.

299. (B) Learning to respond differently to different stimuli.
Discrimination in verbal learning is the cognitive process of learning to make unique and different responses to various stimuli. This skill is vital for preventing confusion between different words or symbols. By identifying specific features of each item, the learner ensures that their responses are accurate and appropriate to the specific environmental cues presented, facilitating precise communication and accurate linguistic performance.

300. (B) The Reticular Activating System (RAS)
The reticular activating system is a fundamental brain network responsible for maintaining levels of arousal and alertness. Located in the brainstem, it regulates the sleep-wake cycle and prepares the brain for processing sensory information. As the biological foundation for attention, it ensures the organism remains alert and responsive to changes and significant events in the environment, facilitating efficient information selection.

Click Here to Buy book on Amazon

CHAPTER 03
Memory Thinking and Problem solving

1. Which of the following best defines the concept of memory?
(A) The cognitive ability to solve various complex problems.
(B) The process of acquiring, storing, and retrieving information.
(C) The capacity for creative and abstract thought processes.
(D) The mechanism for sensory perception of the environment.

2. Which of the following is NOT considered a fundamental component of the memory process?
(A) Perception
(B) Encoding
(C) Storage
(D) Retrieval

3. Consider the following statements:
Statement I: Short-Term Memory (STM) has a limited capacity and a brief duration.
Statement II: Long-Term Memory (LTM) is believed to have a virtually unlimited capacity and can store information for a lifetime.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

4. The phenomenon where newly learned information interferes with the recall of previously learned information is known as:
(A) Proactive inhibition
(B) Decay theory
(C) Retrieval failure
(D) Retroactive inhibition

5. Which of the following statements about meta-cognition is incorrect?
(A) It involves thinking about one's own thought processes.
(B) It includes planning, monitoring, and evaluating one's own learning.
(C) It is synonymous with the primary cognitive process itself.
(D) It plays a crucial role in effective learning and problem solving.

6. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Proactive inhibition is a form of interference that affects memory.
Reason (R): It occurs when past learning interferes with the ability to recall new information.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

7. Which of the following is a key characteristic of semantic memory?
(A) It stores specific personal life experiences and episodic events.
(B) It holds detailed information about how to perform skills and actions.
(C) It is highly susceptible to the effects of retroactive inhibition.
(D) It is the memory for facts, concepts, and general knowledge of the world.

8. A student learning French finds that their previous knowledge of Spanish is making it difficult to remember new French vocabulary. This is an example of:
(A) Proactive inhibition
(B) Retroactive inhibition
(C) Memory decay
(D) Motivated forgetting

9. Match List I with List II using the following information:
List I: (Memory Concept)
P. STM

Downloaded from www.pdf.tube

Q. LTM
R. Proactive Inhibition
S. Retroactive Inhibition

List II: (Description)
1. Old memories interfere with new ones.
2. New memories interfere with old ones.
3. Limited capacity, short duration.
4. Vast capacity, long duration.

(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-2, R-3, S-4

10. What is the primary focus of theories of forgetting?
(A) To describe the mechanisms by which information is lost from memory.
(B) To explain how information is initially encoded into the system.
(C) To outline the different structural types of long-term memory.
(D) To detail the internal process of sensory registration.

11. "Thinking about one's own memory" is the most appropriate definition for which concept?
(A) Meta-cognition
(B) Semantic memory
(C) Concept formation
(D) Meta-memory

12. Consider the following statements regarding memory improvement:
I. Using mnemonic devices can enhance recall.
II. Spaced practice is generally more effective than massed practice.
III. Memory improvement is solely dependent on innate ability and cannot be trained.

Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

13. The role of language in thinking suggests that:
(A) Language and thought are completely independent processes.
(B) Thinking is possible only after language acquisition is complete.
(C) The structure of a language can influence the way its speakers think.
(D) Language is only used for communication, not for internal thought.

14. Which of the following is considered a method of problem solving?
(A) Proactive inhibition
(B) Meta-cognition
(C) Semantic networks
(D) Heuristics

15. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Schemas can influence how we encode and retrieve memories.
Reason (R): Schemas are mental frameworks that organize and interpret information, sometimes leading to distortions or filling in gaps.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

16. Which factor is NOT typically listed as affecting creative thinking?
(A) Intelligence
(B) Rote memorization ability
(C) Personality traits
(D) Environmental stimulation

17. In the context of decision making, a 'bias' refers to:
(A) The mental ability to make rapid and accurate choices under high pressure.
(B) A systematic pattern of deviation from norm or rationality in judgment.
(C) A methodical and logical approach to evaluating all available options.
(D) The final choice made after a significant period of internal deliberation.

18. Consider the following steps of a generic problem-solving process:
I. Evaluate the solution
II. Define the problem
III. Generate possible solutions
IV. Implement the solution

NODIA

Which of the following is the correct chronological order?
(A) II, III, IV, I
(B) III, II, I, IV
(C) I, II, III, IV
(D) II, IV, III, I

19. Which of the following best describes the nature of thinking?
(A) A purely passive reception of incoming sensory information.
(B) The physical act of speaking or writing for communication.
(C) A complex mental process involving manipulation of information.
(D) A reflexive response to external environmental stimuli.

20. All of the following are types of thinking EXCEPT:
(A) Creative thinking
(B) Critical thinking
(C) Problem solving
(D) Sensory thinking

21. A schema, in the context of memory, is best described as:
(A) A specific, vivid memory of a distinct personal event.
(B) The physiological trace of a memory within the brain.
(C) An organized cluster of knowledge or a mental framework.
(D) A temporary storage buffer for complex auditory information.

22. Which theory of forgetting suggests that memories fade away over time if they are not used?
(A) Interference Theory
(B) Decay Theory
(C) Retrieval Failure Theory
(D) Motivated Forgetting Theory

23. A student is trying to remember a list of items for a grocery store. They organize the items into categories like 'dairy', 'produce', and 'canned goods'. This memory improvement strategy is an example of:
(A) Using a mnemonic device
(B) The method of loci
(C) Massed practice
(D) Organizational encoding

24. Consider the following statements about concept formation:
I. It is the process by which a person learns to group diverse experiences into classes.
II. The presence of irrelevant attributes can make concept formation more difficult.
III. Concept formation is an innate ability that does not depend on experience.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

25. The inability to recall information that is stored in LTM is known as:
(A) Encoding failure
(B) Storage decay
(C) Retrieval failure
(D) Proactive inhibition

26. Which of the following is an example of a factor that can negatively affect problem-solving?
(A) Functional fixedness
(B) Brainstorming
(C) Using an algorithm
(D) High motivation

27. Match List I with List II using the following information:
List I: (Bias in Decision Making)
P. Confirmation Bias
Q. Anchoring Bias
R. Availability Heuristic
S. Hindsight Bias
List II: (Description)
1. Over-relying on the first piece of information offered.
2. The tendency to see past events as more predictable than they were.
3. Estimating the likelihood of events based on their availability in memory.
4. Favoring information that confirms existing beliefs.
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-1, R-3, S-2
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-3, R-2, S-1

Click Here to Buy book on Amazon

28. The nature of a concept is best described as:
(A) A specific instance of an object or event.
(B) A mental grouping of similar objects, events, ideas, or people.
(C) A chronological memory of a personal experience.
(D) A verbal label with no underlying meaning.

29. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Language is crucial for complex human thought.
Reason (R): Language provides symbols and rules that help in the manipulation and organization of abstract ideas.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

30. In the context of creative thinking, 'divergent thinking' refers to:
(A) The cognitive effort of finding the single best solution to a problem.
(B) Applying strict logical rules to reach a certain expected conclusion.
(C) Critically evaluating and narrowing down a fixed set of options.
(D) Generating multiple, unique ideas from a single starting point.

31. Which of the following is NOT a type of concept?
(A) Inhibited concept
(B) Natural concept
(C) Artificial concept
(D) Hierarchical concept

32. The process of converting sensory input into a form that can be processed and stored in memory is called:
(A) Retrieval
(B) Encoding
(C) Storage
(D) Rehearsal

33. Consider the following statements:
Statement I: Meta-memory refers to one's knowledge and awareness of their own memory capabilities and the processes involved in memory.
Statement II: A student who realizes they are better at remembering faces than names is demonstrating meta-memory.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

34. A factor for better decision making includes:
(A) Systematically evaluating options against clear criteria.
(B) Relying solely on intuition.
(C) Avoiding all potential risks.
(D) Making choices as quickly as possible to avoid deliberation.

NODIA

35. The nature of problem solving is best characterized as:
(A) A random trial-and-error process involving no specific mental direction.
(B) The direct recall of a previously learned and stored specific solution.
(C) A cognitive process directed at achieving a goal when no obvious solution is available.
(D) A passive state of waiting for an internal flash of insight to occur.

36. Which model of semantic memory proposes that concepts are stored in a network of interconnected nodes?
(A) Decay Model
(B) Inhibition Model
(C) Schema Model
(D) Spreading Activation Model

37. A carpenter who can only think of using a hammer to pound nails and not as a weight is showing an example of:
(A) Confirmation bias
(B) An algorithm
(C) Functional fixedness
(D) Divergent thinking

38. Consider the following statements:
I. Proactive inhibition involves interference from old memories on new learning.
II. Retroactive inhibition involves interference from new memories on the recall of old information.

III. Both are types of interference that can lead to forgetting.

Which of the above statement(s) is/are correct?

(A) I and III only
(B) II and III only
(C) I and II only
(D) I, II and III

39. The main difference between STM and LTM relates to:

(A) The type of sensory input
(B) The physical location in the brain
(C) The emotional content of the memory
(D) Capacity and duration

40. Which of the following is a key factor that can facilitate concept formation?

(A) Presentation of both examples and non-examples of the concept.
(B) Exposure to only positive instances of the concept category.
(C) High levels of distraction within the primary learning environment.
(D) Using complex and ambiguous definitions for the target concept.

41. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).

Assertion (A): Decision making is often subject to cognitive biases.

Reason (R): Humans tend to use mental shortcuts or heuristics to simplify complex decisions, which can sometimes lead to systematic errors.

(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

42. The "tip-of-the-tongue" phenomenon is a classic example of:

(A) Retrieval failure
(B) Storage failure
(C) Encoding failure
(D) Complete memory loss

43. Which of the following is NOT a characteristic typically associated with creative individuals?

(A) High tolerance for ambiguity
(B) Intrinsic motivation
(C) Openness to new experiences
(D) Rigid and inflexible thinking

44. Match List I with List II using the following information:

List I: (Problem-Solving Element)

P. Algorithm
Q. Heuristic
R. Insight
S. Mental Set

List II: (Meaning)

1. A sudden realization of a problem's solution.
2. A tendency to approach a problem in a particular way.
3. A step-by-step procedure that guarantees a solution.
4. A simple thinking strategy or a mental shortcut.

(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-2, R-3, S-4

45. The meaning of 'inhibition' in the context of memory refers to:

(A) The strengthening of a memory trace.
(B) The process of actively trying to forget something.
(C) The obstruction or interference of one memory by another.
(D) The initial encoding of sensory information.

46. Which of the following represents a type of LTM?

(A) Sensory Memory
(B) Iconic Memory
(C) Echoic Memory
(D) Episodic Memory

47. Consider the following memory systems:

I. Long-Term Memory
II. Short-Term Memory
III. Sensory Memory

Which of the following represents the typical order of information processing according to the Atkinson-Shiffrin model?

(A) III, II, I
(B) II, I, III
(C) I, II, III
(D) III, I, II

Downloaded from www.pdf.tube

48. A student cramming for an exam by studying for 8 hours straight is using a technique known as:
(A) Spaced practice
(B) Massed practice
(C) Elaborative rehearsal
(D) The method of loci

49. Which statement best describes the role of schemas in relation to memory?
(A) Schemas ensure that memories are always perfectly accurate and objective.
(B) Schemas are only relevant for short-term memory and have no effect on long-term storage.
(C) Schemas provide an organizational framework that can guide encoding and retrieval.
(D) Schemas are a direct result of the phenomenon of retroactive inhibition.

50. One of the major factors for better decision making is:
(A) Considering multiple perspectives and options.
(B) Sticking to the first idea that comes to mind.
(C) Ignoring potential negative outcomes to maintain optimism.
(D) Letting emotions be the sole guide for choices.

51. The process of maintaining information in STM for a period of time is called:
(A) Encoding
(B) Retrieval
(C) Forgetting
(D) Rehearsal

52. Consider the following statements about biases in decision making:
I. The confirmation bias is the tendency to search for information that confirms one's preconceptions.
II. The availability heuristic involves judging the likelihood of an event by how easily examples come to mind.
III. These biases always lead to incorrect decisions.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

53. Which of the following is a key aspect of meta-cognition?
(A) Storing factual knowledge
(B) Executing a physical skill
(C) Monitoring one's own comprehension
(D) Perceiving visual stimuli

54. The 'nature' of thinking refers to:
(A) The biological basis of thought processes in the brain.
(B) The speed at which an individual can think.
(C) The emotional state associated with a particular thought.
(D) The fundamental characteristics and processes of thought.

55. According to interference theory, why does forgetting occur in LTM?
(A) Information is not accessible because other information gets in the way.
(B) The physical memory trace decays over time.
(C) The information was never encoded properly in the first place.
(D) Repression pushes unwanted memories into the unconscious.

NODIA

56. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Creative thinking often involves breaking away from established patterns and mental sets.
Reason (R): Mental sets, which are predispositions to solve problems in a certain way, can hinder the discovery of novel solutions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

57. All of the following are methods for improving memory EXCEPT:
(A) Elaborative rehearsal
(B) Using mnemonics
(C) Spaced practice over several days
(D) Massed practice before an exam

58. The process of concept formation is heavily influenced by:
(A) The number of positive and negative instances encountered.
(B) The ability to use proactive inhibition.
(C) The capacity of echoic memory.
(D) The speed of neural transmission.

59. Match List I with List II using the following information:
List I: (Cognitive Concept)
P. Schema
Q. Meta-memory
R. Concept
S. Retroactive Inhibition
List II: (Example)
1. Realizing you are bad at remembering dates.
2. Your idea of what a "library" is like.
3. Forgetting your old phone number after learning a new one.
4. The mental category of "dog".
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-4, R-1, S-3

60. Which statement about problem-solving methods is correct?
(A) Algorithms guarantee a correct solution, while heuristics do not.
(B) Heuristics guarantee a correct solution, while algorithms do not.
(C) Algorithms and heuristics are both types of mental sets.
(D) Heuristics are slow and methodical, while algorithms are fast mental shortcuts.

61. The component of memory responsible for holding small amounts of information for a very brief period (a few seconds) is:
(A) Long-Term Memory (LTM)
(B) Semantic Memory
(C) Episodic Memory
(D) Short-Term Memory (STM)

62. When a person makes a judgment based on how easily an example comes to mind, they are using the:
(A) Anchoring bias
(B) Availability heuristic
(C) Confirmation bias
(D) Hindsight bias

63. The role of language in thinking is exemplified by the Sapir-Whorf hypothesis, which suggests:
(A) All humans think in exactly the same way regardless of language.
(B) Thought is a prerequisite for language development.
(C) Language determines thought (linguistic determinism).
(D) Language is only a tool for expressing pre-existing thoughts.

64. A factor that can hinder effective problem solving is:
(A) Brainstorming
(B) Using analogies
(C) Breaking the problem into sub-goals
(D) A mental set

65. Which of the following is NOT a recognized theory of forgetting?
(A) Consolidation
(B) Decay
(C) Interference
(D) Retrieval Failure

66. Consider the following statements:
Statement I: Meta-cognition allows individuals to take control of their own learning.
Statement II: A student using meta-cognitive strategies might ask themselves, "Do I understand this concept well enough to explain it to someone else?"
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

67. Identifying the correct pair from the following:
(A) Proactive inhibition : New memories interfere with old
(B) Retroactive inhibition : Old memories interfere with new
(C) Semantic memory : Memory for personal events
(D) Episodic memory : Memory for life events

68. The nature of a "problem" in problem-solving is a situation where:
(A) There is a goal to be reached, but the path to

Click Here to Buy book on Amazon

the goal is not immediately clear.
(B) The solution is immediately obvious.
(C) The individual has no motivation to find a solution.
(D) There is only one possible pathway to the goal.

69. Consider the following factors in the context of creative thinking:
I. Functional Fixedness
II. Divergent Thinking
III. Intrinsic Motivation
Which of the following represents the order from generally positive influence to generally negative influence?
(A) I, II, III
(B) II, III, I
(C) III, I, II
(D) I, III, II

70. "Knowing that you know" or "knowing what you don't know" is a simple way to describe:
(A) Meta-memory
(B) Semantic memory
(C) Procedural memory
(D) Echoic memory

71. Models of semantic memory often use what kind of structure to represent knowledge?
(A) A linear list
(B) A random assortment of facts
(C) A chronological timeline
(D) A hierarchical or network structure

72. Consider the following statements:
I. A concept is a mental representation of a category.
II. Concept formation is the process of classifying information into meaningful groups.
III. Natural concepts are defined by a precise set of rules, unlike artificial concepts.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

73. A key difference between proactive and retroactive inhibition lies in:
(A) The type of information being remembered (verbal vs. visual).
(B) The duration for which the memory is stored.
(C) The temporal direction of the interference (past on present vs. present on past).
(D) The emotional significance of the memory.

74. A strategy for better decision making is to actively seek out information that contradicts your initial opinion. This helps to counteract which bias?
(A) Availability heuristic
(B) Hindsight bias
(C) Anchoring bias
(D) Confirmation bias

75. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Heuristics are valuable tools in problem solving and decision making.
Reason (R): They are step-by-step procedures that always guarantee the correct answer.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

NODIA

76. The 'nature' of memory involves which three key processes?
(A) Thinking, feeling, and acting
(B) Encoding, storage, and retrieval
(C) Sensing, perceiving, and attending
(D) Learning, forgetting, and relearning

77. Which of the following is NOT a type of LTM?
(A) Episodic
(B) Semantic
(C) Procedural
(D) Iconic

78. Match List I with List II using the following information:
List I: (Thinking Concept)
P. Creative Thinking
Q. Language Role
R. Concept Formation
S. Problem Solving
List II: (Description)

1. Categorizing objects based on shared properties.
2. Generating novel and useful ideas.
3. Overcoming obstacles to reach a goal.
4. Using symbols to represent and manipulate ideas.

(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

79. The term for mental frameworks that help us organize information, which can be useful but also lead to memory errors, is:
(A) Heuristics
(B) Algorithms
(C) Schemas
(D) Inhibitions

80. Forgetting that occurs because information was never put into LTM in the first place is called:
(A) Encoding failure
(B) Retrieval failure
(C) Interference
(D) Motivated forgetting

81. Which statement regarding thinking is most accurate?
(A) Thinking is a simple, singular process.
(B) Animals are incapable of any form of thinking.
(C) Thinking is synonymous with language.
(D) Thinking involves various mental activities like reasoning, problem solving, and decision making.

82. The tendency to persist in using a problem-solving strategy that has worked in the past, even when it is no longer effective, is known as:
(A) Functional fixedness
(B) A mental set
(C) A heuristic
(D) Insight

83. Which of the following best describes meta-cognition?
(A) The content of one's thoughts.
(B) The speed of information processing.
(C) The awareness and regulation of one's own cognitive processes.
(D) The memory of specific facts and events.

NODIA

84. In the context of creative thinking, 'convergent thinking' involves:
(A) Generating many different possible answers.
(B) Thinking in a disorganized and unstructured way.
(C) A sudden flash of insight.
(D) Narrowing down possibilities to find the single best answer.

85. Consider the following statements about memory components:
I. Encoding is the process of getting information into the memory system.
II. Storage is the retention of encoded information over time.
III. Retrieval is the process of getting information out of memory storage.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

86. A chef who suddenly realizes that a lemon squeezer can be used to crush a garlic clove is overcoming:
(A) Confirmation bias
(B) Functional fixedness
(C) Hindsight bias
(D) A mental set

87. Which of the following factors would most likely lead to better decision making?
(A) Increased emotional arousal
(B) Rushing to a conclusion
(C) Over-reliance on a single piece of information
(D) Careful analysis and avoidance of common biases

88. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Retroactive inhibition occurs when new learning interferes with the recall of old information.
Reason (R): This happens because the newly acquired information overwrites or disrupts the previously stored memories.
(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

89. The type of memory that stores general world knowledge, like "Paris is the capital of France," is:
(A) Episodic memory
(B) Procedural memory
(C) Semantic memory
(D) Sensory memory

90. All of the following are factors that can affect concept formation EXCEPT:
(A) The capacity of the individual's iconic memory.
(B) The complexity of the concept.
(C) The type of instances presented (examples vs. non-examples).
(D) The learner's existing knowledge.

91. Consider the following memory stores:
I. Long-Term Memory
II. Sensory Memory
III. Short-Term Memory
Which of the following represents the order from the briefest duration to the longest duration?
(A) I, II, III
(B) II, III, I
(C) III, II, I
(D) II, I, III

92. Remembering your first day of college is an example of what type of memory?
(A) Semantic memory
(B) Episodic memory
(C) Procedural memory
(D) Implicit memory

93. A "prototype" is best described as:
(A) The first example of a concept ever learned.
(B) A non-example used for contrast in concept formation.
(C) The best example or most typical member of a concept category.
(D) A flawed or incorrect mental representation of a concept.

94. The statement "Language influences but does not completely determine thought" is a more moderate version of which hypothesis?
(A) The interference hypothesis
(B) The decay hypothesis
(C) The spreading activation hypothesis
(D) The linguistic relativity hypothesis

95. In models of semantic memory, concepts are often organized into hierarchies. This means that:
(A) More general concepts are placed above more specific ones.
(B) All concepts are stored at the same level of detail.
(C) Concepts are stored in a random, non-relational manner.
(D) Each concept is stored completely independently of others.

96. Which method of problem solving involves trying all possible solutions until the correct one is found?
(A) Heuristic
(B) Trial and error
(C) Insight
(D) Analogy

97. Consider the following statements:
Statement I: A person's schema for a "library" might include books, shelves, and quietness.
Statement II: When recalling a story about a library visit, this schema might lead the person to incorrectly remember that the librarian said "shhh," even if it wasn't in the story.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

98. The failure to see a problem from a fresh perspective is a major obstacle to problem solving and is known as:
(A) Fixation
(B) Insight
(C) Algorithm
(D) Heuristic

99. Which of the following is NOT a bias in decision making?
(A) Confirmation bias

Downloaded from www.pdf.tube

(B) Hindsight bias
(C) Prospective bias
(D) Anchoring bias

100. The term 'meta-memory' specifically refers to an individual's knowledge and beliefs about:
(A) Their own memory system and its functioning.
(B) The nature of language.
(C) The principles of logical reasoning.
(D) The process of problem solving.

101. Match List I with List II using the following information:
List I: (Memory Phenomenon)
P. Proactive Inhibition
Q. Retroactive Inhibition
R. Decay
S. Retrieval Cue
List II: (Characteristic)
1. Fading of memory over time
2. A stimulus that helps in recalling information
3. Old learning hinders new learning
4. New learning hinders recall of old learning
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-2, R-3, S-4

102. What are the two primary types of interference that cause forgetting in LTM?
(A) Anterograde and retrograde
(B) Proactive and retroactive
(C) Implicit and explicit
(D) Semantic and episodic

103. Thinking can be defined as the mental manipulation of:
(A) Physical objects
(B) Sensory inputs only
(C) Representations of information
(D) Social interactions

104. Consider the following statements about creative thinking:
I. It is characterized by novelty and originality.
II. It is closely linked to divergent thinking.
III. It can be hindered by a rigid environment and fear of failure.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

105. A person who continues to use an old, inefficient route to a destination despite a new, faster highway being built is demonstrating:
(A) Functional fixedness
(B) The availability heuristic
(C) A mental set
(D) Hindsight bias

NODIA

106. In problem solving, 'insight' refers to:
(A) The use of a step-by-step algorithm.
(B) A sudden and often novel realization of the solution to a problem.
(C) A rule-of-thumb thinking strategy.
(D) The initial definition of the problem state.

107. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): A good strategy for memory improvement is elaborative rehearsal.
Reason (R): Elaborative rehearsal involves simply repeating information over and over again until it is memorized.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

108. All of the following are examples of factors for better decision making EXCEPT:
(A) Relying solely on emotional reactions.
(B) Generating multiple alternatives.
(C) Evaluating the pros and cons of each alternative.
(D) Being aware of personal biases.

109. Which of the following is an example of an ill-defined problem?
(A) Solving a mathematical equation like $2+x=5$.
(B) Finding the way out of a maze.
(C) Figuring out how to achieve world peace.
(D) Assembling a piece of furniture with instructions.

110. The concept of "schema" is most relevant to understanding how:
(A) New information is organized and integrated with existing knowledge.
(B) Sensory information is initially registered.
(C) Memories physically decay in the brain.
(D) Interference causes forgetting.

111. Which statement incorrectly describes a component of memory?
(A) STM holds information that is currently in use.
(B) Sensory memory acts as a brief buffer for incoming stimuli.
(C) Working memory is an active system that manipulates information in STM.
(D) LTM is a passive warehouse of old information.

112. The nature of concept formation involves:
(A) Learning a single, specific fact.
(B) Identifying common features among different stimuli.
(C) Storing autobiographical events.
(D) Overcoming proactive inhibition.

113. Consider the following decision-making steps:
I. Implement the decision
II. Identify the decision to be made
III. Evaluate the outcome
IV. Gather information and identify alternatives
Which of the following represents the logical sequence?
(A) II, IV, I, III
(B) IV, II, I, III
(C) I, II, IV, III
(D) II, I, IV, III

114. The "availability heuristic" is a bias in which people base a judgment on:
(A) The first piece of information they receive.
(B) Information that confirms their existing beliefs.
(C) The belief that an event was predictable after it has occurred.
(D) The ease with which they can bring something to mind.

115. What role does language play in thinking according to most cognitive psychologists?
(A) It is a tool that facilitates and shapes complex thought.
(B) It has no role; thought is entirely non-verbal.
(C) It is identical to thought; one cannot exist without the other.
(D) It only serves to communicate thoughts after they are fully formed.

116. A student remembers the colors of the rainbow using the acronym "ROY G. BIV". This is an example of:
(A) A schema
(B) A mnemonic device
(C) Meta-cognition
(D) Retroactive inhibition

117. Consider the following statements:
Statement I: Problem solving can be hindered by factors like a mental set or functional fixedness.
Statement II: Problem solving is always a rational and logical process, uninfluenced by cognitive biases.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

118. Which theory of forgetting posits that the presence of other memories interferes with the retrieval of the target memory?
(A) Interference Theory
(B) Decay Theory
(C) Schema Theory
(D) Motivation Theory

119. A defining characteristic of creative thinking is:
(A) Speed of computation.
(B) Adherence to established rules.
(C) Production of novel and appropriate ideas.
(D) Rote memorization of facts.

120. Which of the following is NOT a type of memory?
(A) Semantic
(B) Episodic
(C) Procedural
(D) Heuristic

121. Consider the following statements:
I. Meta-cognition is "thinking about thinking".
II. Meta-memory is a component of meta-cognition.

Click Here to Buy book on Amazon

III. Improving meta-cognitive skills can lead to better learning outcomes.

Which of the above statement(s) is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

122. The tendency to seek out and favor information that supports one's existing beliefs while ignoring contradictory evidence is known as:

(A) Hindsight bias
(B) Confirmation bias
(C) Availability heuristic
(D) Functional fixedness

123. Match List I with List II using the following information:

List I: (Concept)

P. Proactive Inhibition
Q. Schema
R. Heuristic
S. Meta-cognition

List II: (Associated Idea)

1. Mental shortcut
2. Awareness of one's own thinking
3. Mental framework
4. Old interferes with new

(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-4, R-2, S-1
(D) P-4, Q-3, R-2, S-1

124. The fundamental components of memory are:

(A) Input, process, output
(B) STM, LTM, sensory
(C) Forgetting, remembering, relearning
(D) Encoding, storage, retrieval

125. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).

Assertion (A): In problem solving, an algorithm is a guaranteed method to find a solution.

Reason (R): An algorithm consists of a specific set of steps that, if followed correctly, will always lead to the correct answer for a particular type of problem.

(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

126. A student who has just learned about cognitive biases starts seeing them everywhere in her friends' decisions. This could be an example of:

(A) Retroactive inhibition
(B) The availability heuristic (as the concept is fresh in her mind)
(C) Functional fixedness
(D) Decay theory

127. Which of the following is an example of a procedural memory?

(A) Knowing the capital of Japan.
(B) Knowing how to ride a bicycle.
(C) Remembering your 10th birthday party.
(D) Understanding the concept of "justice".

NODIA

128. An important factor for enhancing creative thinking is:

(A) A work environment that encourages risk-taking and tolerates failure.
(B) A highly critical and evaluative environment.
(C) A high degree of conformity to social norms.
(D) A focus on convergent thinking to the exclusion of all else.

129. The "meaning" of memory is best understood as its function in:

(A) Allowing for consciousness.
(B) Creating new sensory information.
(C) Linking past experiences to present actions.
(D) Regulating bodily functions.

130. The "hindsight bias" is the tendency to:

(A) Overestimate the importance of recent events.
(B) Search for information that confirms one's beliefs.
(C) Rely too heavily on the first piece of information offered.
(D) Believe, after an event has occurred, that one would have predicted it.

131. Which of the following correctly pairs a memory concept with its definition?

(A) Proactive inhibition: The disruptive effect of new learning on the recall of old information.

219. "Knowing about knowing" is a simple definition for:
(A) Memory
(B) Thinking
(C) Meta-cognition
(D) Problem solving

220. The most fleeting and temporary type of memory is:
(A) Short-Term Memory
(B) Long-Term Memory
(C) Semantic Memory
(D) Sensory Memory

221. A common factor that negatively affects problem solving is a _____, which is a predisposition to see things in a certain way.
(A) heuristic
(B) brainstorming session
(C) mental set
(D) flash of insight

222. The term that encompasses the processes of reasoning, problem solving, and decision making is:
(A) Memory
(B) Thinking
(C) Forgetting
(D) Inhibition

223. Consider the following statements:
Statement I: Forgetting can occur due to failures in encoding, storage, or retrieval.
Statement II: Proactive and retroactive inhibition are examples of retrieval failure.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

224. The creation of a novel and useful product or idea is the hallmark of:
(A) Rote learning
(B) A mental set
(C) Proactive inhibition
(D) Creative thinking

225. A key factor for better decision making is to:
(A) Be aware of and attempt to mitigate cognitive biases.
(B) Simplify the problem by ignoring important information.
(C) Delay the decision indefinitely.
(D) Only consider one possible outcome.

226. 'Methods' of problem solving refer to:
(A) The cognitive biases that interfere with the process.
(B) The strategies and procedures used to find a solution.
(C) The emotional state of the problem solver.
(D) The physical tools available to solve the problem.

227. The concept of "vegetable" is difficult to define with a strict set of rules (e.g., is a tomato a fruit or vegetable?). This suggests it is a(n):
(A) Artificial concept
(B) Procedural concept
(C) Natural concept
(D) Inhibited concept

228. Which of the following is NOT a component of the standard information-processing model of memory?
(A) Short-Term Memory
(B) Long-Term Memory
(C) Sensory Memory
(D) Meta-Memory

229. Match List I with List II using the following information:
List I: (Problem-Solving Obstacle)
P. Mental Set
Q. Functional Fixedness
R. Confirmation Bias
S. Irrelevant Information
List II: (Description)
1. Focusing on information that matches one's hypothesis.
2. The inability to see a novel use for an object.
3. Information that is not necessary to solve the problem, causing distraction.
4. Persisting with a strategy that is no longer effective.
(A) P-4, Q-2, R-1, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-4, R-3, S-1

230. A person's general knowledge of the world is stored in their _____ memory.

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

order?
(A) III, I, IV, II
(B) I, III, II, IV
(C) III, IV, I, II
(D) II, I, III, IV

143. Which of the following is a component of meta-cognition?
(A) Procedural skill
(B) Semantic knowledge
(C) Planning and monitoring of a cognitive task
(D) Sensory perception

144. The theory that forgetting in STM is due to the passage of time is known as:
(A) Interference theory
(B) Retrieval failure theory
(C) Inhibition theory
(D) Decay theory

145. Match List I with List II using the following information:
List I: (Term)
P. Concept
Q. Heuristic
R. Schema
S. Mental Set
List II: (Best Example)
1. Using the "rule of thumb" to estimate a project's completion time.
2. The category of "furniture".
3. An expert chess player's ingrained strategies that blind them to a novel move.
4. Your generalized knowledge of what happens when you go to a restaurant.
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-4, R-1, S-3
(D) P-4, Q-1, R-3, S-2

146. A person who can no longer remember their old address after moving to a new one is experiencing:
(A) Proactive inhibition
(B) Retroactive inhibition
(C) Anterograde amnesia
(D) Memory decay

147. All are types of thinking EXCEPT:
(A) Autistic Thinking
(B) Creative Thinking
(C) Inhibited Thinking
(D) Realistic Thinking

NODIA

148. A major factor in the formation of concepts is the ability to recognize:
(A) The uniqueness of every object.
(B) The temporal order of events.
(C) The emotional context of a situation.
(D) The common attributes shared by members of a category.

149. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): People often make different decisions depending on how a problem is framed (e.g., in terms of gains versus losses).
Reason (R): This framing effect is a cognitive bias that demonstrates a deviation from purely rational decision making.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

150. Which factor is most crucial for moving information from STM to LTM?
(A) Sensory acuity
(B) Deep processing and rehearsal
(C) Genetic predisposition
(D) Proactive inhibition

151. Which of the following is a poor strategy for problem-solving?
(A) Breaking a large problem into smaller, manageable parts.
(B) Working backwards from the goal.
(C) Persisting with a strategy that has repeatedly failed.
(D) Drawing an analogy to a similar problem.

152. "The mental activity that goes on in the brain when a person is organizing and attempting to understand information and communicating information to others" is a comprehensive definition of:
(A) Memory
(B) Perception
(C) Sensation

(D) Thinking

153. One of the main challenges in problem-solving is overcoming _____, which is the inability to see an object as having a function other than its usual one.
(A) confirmation bias
(B) mental set
(C) functional fixedness
(D) hindsight bias

154. A student decides they are "bad at math" and subsequently avoids math classes and performs poorly on tests, in part because they don't look for alternative study strategies. This is related to:
(A) Proactive inhibition
(B) Semantic memory failure
(C) Episodic memory recall
(D) Meta-cognition (or a lack of its effective use)

155. Consider the following statements about memory inhibition:
I. Proactive inhibition is when old information hinders the learning of new information.
II. Retroactive inhibition is when new information hinders the recall of old information.
III. Both types of inhibition are forms of interference.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

156. In the context of decision-making, 'sunk cost fallacy' is a bias where a person:
(A) Makes a choice based on easily recalled examples.
(B) Continues a behavior or endeavor as a result of previously invested resources.
(C) Believes that past events were more predictable than they actually were.
(D) Seeks out information that confirms their initial hypothesis.

157. A 'natural concept' is one that is:
(A) Defined by a strict set of rules and features.
(B) Created by scientists for research purposes.
(C) Inherently known from birth.
(D) Learned through direct experience and has fuzzy boundaries.

158. The role of language in thinking is critical because it allows for:
(A) The representation and manipulation of abstract concepts.
(B) The internal experience of raw and complex human emotion.
(C) The direct and passive perception of various sensory stimuli.
(D) The automatic execution of various complex motor skills.

159. Which of the following is the best example of meta-memory in action?
(A) Recalling your home address.
(B) Riding a bike without consciously thinking about it.
(C) Recognizing that you need to use a mnemonic to remember a long list of names.
(D) Feeling happy when you remember a pleasant event.

160. Match List I with List II using the following information:
List I: (Bias)
P. Anchoring Bias
Q. Confirmation Bias
R. Hindsight Bias
S. Availability Heuristic
List II: (Thinking Error)
1. "I knew it all along!"
2. "The first number I heard must be the most important."
3. "I only read news sources that agree with my views."
4. "I keep seeing news about shark attacks, so they must be very common."
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-3, R-1, S-4
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-1, R-4, S-3

161. Which theory of forgetting suggests that forgetting is caused by a lack of appropriate retrieval cues?
(A) Retrieval Failure Theory
(B) Decay Theory
(C) Interference Theory
(D) Motivated Forgetting Theory

Click Here to Buy book on Amazon

162. Consider the following statements:
Statement I: Creative thinking is solely a product of high intelligence.
Statement II: Factors such as personality, motivation, and environment also play a significant role in creative thinking.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

163. The primary function of a schema in memory is to:
(A) Ensure perfect recall of details.
(B) Prevent proactive inhibition.
(C) Provide an organizational framework for new information.
(D) Store memories in chronological order.

164. What type of thinking is most useful for solving problems that have a single correct answer?
(A) Divergent thinking
(B) Creative thinking
(C) Associative thinking
(D) Convergent thinking

165. The three major types of LTM are:
(A) Sensory, Short-Term, Long-Term
(B) Proactive, Retroactive, Inhibited
(C) Episodic, Semantic, Procedural
(D) Encoding, Storage, Retrieval

166. A method for improving decision making is to "debias" oneself, which involves:
(A) Acting on gut feelings.
(B) Becoming aware of and correcting for one's cognitive biases.
(C) Making decisions faster.
(D) Seeking advice from only one trusted source.

167. A person who struggles to learn a new computer operating system because they keep trying to use commands from their old system is experiencing:
(A) Retroactive inhibition
(B) Memory decay
(C) Functional fixedness
(D) Proactive inhibition

168. The initial, very brief recording of sensory information in the memory system is:
(A) Sensory Memory
(B) Short-Term Memory
(C) Long-Term Memory
(D) Working Memory

169. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Meta-cognition is essential for effective self-regulated learning.
Reason (R): It involves monitoring one's own understanding and adjusting learning strategies accordingly, which is the essence of self-regulation.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

170. All of the following are factors that can positively influence problem solving EXCEPT:
(A) Expertise in the relevant domain.
(B) A methodical approach like an algorithm.
(C) Incubation time to think about the problem.
(D) High levels of anxiety and stress.

171. The "nature" of a concept refers to it being a:
(A) Physical object.
(B) Specific memory.
(C) Mental category.
(D) Sensory experience.

172. Consider the following statements:
I. Problem solving involves moving from an initial state to a goal state.
II. Methods for problem solving include algorithms and heuristics.
III. All problems are well-defined with clear solutions.
Which of the above statement(s) is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

173. The phrase 'thinking outside the box' is most closely associated with:
(A) Convergent thinking
(B) A mental set

Downloaded from www.pdf.tube

197. The role of a schema in memory can be best described as:
(A) A source of interference.
(B) A specific autobiographical memory.
(C) An organizational structure.
(D) A mechanism for decay.

198. The basic meaning of memory includes the persistence of learning over time through:
(A) The act of thinking and problem solving.
(B) The development of language.
(C) The formation of creative ideas.
(D) The processes of storage and retrieval.

199. After his car broke down, a man could only think of calling a tow truck and not of using his shoelace to temporarily fix a loose part. This is an example of:
(A) A heuristic
(B) Insight
(C) Functional fixedness
(D) An algorithm

200. In decision making, the 'anchoring effect' refers to the tendency to:
(A) Favor information that confirms one's existing beliefs.
(B) Judge an event as being more predictable after it has occurred.
(C) Make decisions based on information that is most easily recalled.
(D) Rely too heavily on an initial piece of information.

201. The ability to reflect on, understand, and control one's own learning is known as:
(A) Semantic memory
(B) Creative thinking
(C) Meta-cognition
(D) Proactive inhibition

202. The theory suggesting that forgetting is caused by the displacement of old information by new information is a form of:
(A) Decay theory
(B) Interference theory
(C) Retrieval failure theory
(D) Schema theory

203. Which is NOT a recognized method of problem solving?
(A) Trial and Error
(B) Algorithm
(C) Heuristic
(D) Conceptual bias

204. Consider the following statements:
Statement I: Proactive inhibition and retroactive inhibition are two key mechanisms of forgetting according to interference theory.
Statement II: Proactive inhibition involves the interference of new material with old, while retroactive inhibition involves the interference of old material with new.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

NODIA

205. A "concept" in cognitive psychology is:
(A) A vivid memory of a personal event.
(B) A step-by-step problem-solving procedure.
(C) A mental grouping of similar items.
(D) A feeling of knowing without being able to recall.

206. Which of the following is a factor that promotes creative thinking?
(A) Functional fixedness
(B) A non-judgmental environment
(C) Strict adherence to rules
(D) Fear of making mistakes

207. A student who believes they will do well on a test because they "feel" they know the material, without actually testing themselves, may have poor:
(A) Semantic memory
(B) Procedural memory
(C) Proactive inhibition
(D) Meta-cognitive accuracy

208. The main difference between STM and LTM is in their:
(A) Capacity and duration of storage.
(B) Types of information stored.
(C) Physical location in the cerebellum.
(D) Susceptibility to proactive but not retroactive inhibition.

209. Match List I with List II using the following information:

(B) Always choose the option that is presented first.
(C) Recognize how the presentation of options can influence choice.
(D) Rely entirely on immediate internal emotional responses.

186. The concept of 'bird' is a good example of a natural concept because:
(A) It is defined by a precise mathematical formula.
(B) It has fuzzy boundaries (e.g., is a penguin a typical bird?).
(C) It exists only in laboratory settings.
(D) It is an unlearned, innate idea.

187. "Mental models" or "mental frameworks" that help us organize and interpret information are known as:
(A) Mnemonics
(B) Heuristics
(C) Inhibitions
(D) Schemas

188. Which of these is a method of problem solving?
(A) Means-ends analysis
(B) Retroactive inhibition
(C) Confirmation bias
(D) Meta-memory

189. The capacity of STM is generally considered to be:
(A) Unlimited
(B) 20-30 seconds
(C) Around 7 +/- 2 items
(D) A single item

190. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Schemas can sometimes lead to memory distortions.
Reason (R): We may fill in gaps in our memory with information that is consistent with our pre-existing schemas, even if it wasn't part of the original experience.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

191. A key factor in creative thinking is the ability to overcome:
(A) Intrinsic motivation
(B) A supportive environment
(C) Openness to experience
(D) Functional fixedness

192. Consider the following statements about thinking:
I. Thinking is a cognitive process.
II. Language provides the tools for certain kinds of thinking.
III. All thinking is directed towards solving a problem.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

193. The "tip-of-the-tongue" feeling is an example of which theory of forgetting?
(A) Decay
(B) Interference
(C) Retrieval Failure
(D) Motivated Forgetting

194. A politician who only pays attention to polls that show him in the lead is exhibiting:
(A) Hindsight bias
(B) The availability heuristic
(C) Functional fixedness
(D) Confirmation bias

195. Remembering how to type on a keyboard, even if you can't explicitly state the location of each key, is an example of:
(A) Procedural memory
(B) Semantic memory
(C) Episodic memory
(D) Meta-memory

196. Which is a factor for better decision making?
(A) Ignoring all potential risks.
(B) Gathering and evaluating relevant information.
(C) Making a quick, emotional judgment.
(D) Sticking to a decision no matter what new evidence emerges.

Click Here to Buy book on Amazon

(B) Retroactive inhibition: The disruptive effect of prior learning on the recall of new information.
(C) Meta-memory: Knowledge about one's own memory and its functioning.
(D) Schema: The process of forgetting information over time.

132. The process of forming a concept involves both:
(A) Encoding and retrieval
(B) Generalization and discrimination
(C) Proactive and retroactive inhibition
(D) Algorithms and heuristics

133. A person trying to solve a problem by generating as many solutions as possible without initial judgment is engaging in:
(A) Functional fixedness
(B) A mental set
(C) Confirmation bias
(D) Brainstorming (a form of divergent thinking)

134. Which statement about the relationship between STM and LTM is most accurate?
(A) Information must pass through STM to get into LTM.
(B) They are two completely separate and unrelated systems.
(C) LTM has a smaller capacity than STM.
(D) Information in LTM decays more rapidly than in STM.

135. Thinking of all the different ways you could use a brick is an exercise in:
(A) Convergent thinking
(B) A mental set
(C) Divergent thinking
(D) An algorithm

136. Consider the following statements:
Statement I: Models of semantic memory like spreading activation propose that related concepts are linked together.
Statement II: Activating one concept in the network can make it easier to access related concepts.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

137. Which of the following is NOT a considered a factor for better decision making?
(A) Gathering sufficient information
(B) Making impulsive choices
(C) Identifying and evaluating alternatives
(D) Being aware of cognitive biases

138. The primary difference between an algorithm and a heuristic is that an algorithm _____, while a heuristic _____.
(A) guarantees a solution; does not guarantee a solution
(B) is a shortcut; is a long procedure
(C) is prone to errors; is always accurate
(D) is used by experts; is used by novices

139. Consider the following statements regarding schemas:
I. Schemas help in organizing and interpreting vast amounts of information efficiently.
II. Schemas can lead to stereotypes by oversimplifying social information.
III. Schemas are always consciously accessible and easily modified.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

140. Forgetting a traumatic event may be an example of:
(A) Proactive inhibition
(B) Decay
(C) Retroactive inhibition
(D) Motivated forgetting (repression)

NODIA

141. The nature of thinking is best described as:
(A) Unconscious and automatic
(B) Always logical and rational
(C) A deliberate and conscious manipulation of mental representations
(D) Independent of language and concepts

142. Consider the following stages of creative thought according to one common model:
I. Incubation
II. Verification
III. Preparation
IV. Illumination
Which of the following represents the correct

List I: (Term)
P. Thinking
Q. Memory
R. Forgetting
S. Problem Solving
List II: (Description)
1. Inability to retrieve information.
2. Mental manipulation of information.
3. Finding a way to achieve a goal.
4. Retention of information over time.
(A) P-1, Q-3, R-2, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-2, Q-1, R-4, S-3
(D) P-3, Q-4, R-1, S-2

210. A mental framework or body of knowledge about a topic is a(n):
(A) Schema
(B) Heuristic
(C) Algorithm
(D) Inhibition

211. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Language can shape how we perceive and think about the world.
Reason (R): The words and grammatical structures available in a language can make certain ways of thinking easier or more common for its speakers.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

212. Which of the following is a type of thinking?
(A) Perceptual thinking
(B) All of the above
(C) Conceptual thinking
(D) Propositional thinking

213. A key factor in concept formation is the presentation of:
(A) Only positive instances.
(B) Only negative instances.
(C) Both positive and negative instances.
(D) Only a single, perfect prototype.

214. Which of the following factors would hinder, rather than help, better decision making?
(A) Considering long-term consequences.
(B) Evaluating multiple options.
(C) Seeking out disconfirming evidence.
(D) Strong emotional attachment to one outcome.

215. The nature of problem solving is essentially about:
(A) Reducing the discrepancy between a current state and a desired goal state.
(B) Recalling factual information from long-term memory.
(C) The automatic activation of procedural memories.
(D) Creating a schema for a new type of event.

216. A memory for the meaning of words and concepts is known as:
(A) Episodic memory
(B) Semantic memory
(C) Procedural memory
(D) Echoic memory

217. When a student organizes study material by creating outlines and concept maps, they are using a memory improvement technique related to:
(A) Mnemonics
(B) Massed practice
(C) Organization and structure
(D) Proactive inhibition

218. Consider the following statements about cognitive biases:
I. Confirmation bias is a tendency to favor information that confirms existing beliefs.
II. Availability heuristic is a mental shortcut that relies on immediate examples that come to mind.
III. Hindsight bias is the tendency to see events as more predictable after they have occurred.
Which of the above statement(s) is/are correct in the context of decision making?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

Downloaded from www.pdf.tube

(C) Creative and divergent thinking
(D) An algorithmic approach

174. Which of the following is an INCORRECT pairing?
(A) STM - Limited capacity
(B) LTM - Long duration
(C) Semantic memory - General knowledge
(D) Proactive inhibition - New interferes with old

175. The process of making information meaningful in order to transfer it to LTM is called:
(A) Elaborative rehearsal
(B) Maintenance rehearsal
(C) Sensory storage
(D) Chunking

176. Which bias in decision making involves overestimating one's own ability and knowledge?
(A) Anchoring
(B) Overconfidence
(C) Hindsight
(D) Confirmation

177. Language provides the _____ that are used in thinking.
(A) emotional responses
(B) symbols and rules
(C) sensory experiences
(D) motor actions

178. What is the main argument of Interference Theory of forgetting?
(A) Memories are blocked by other memories.
(B) Memories fade with time.
(C) Memories are lost due to brain injury.
(D) Memories are actively repressed.

179. A person's generalized idea of what a 'bird' is, including features like wings, feathers, and the ability to fly, is an example of a:
(A) Heuristic
(B) Meta-memory
(C) Schema or concept
(D) Procedural memory

180. Which of the following is a factor that enhances creative thinking?
(A) Fear of criticism
(B) Rigid adherence to tradition
(C) Strong emphasis on conformity
(D) Exposure to diverse experiences

NODIA

181. Match List I with List II using the following information:
List I: (Cognitive Process)
P. Memory
Q. Thinking
R. Problem Solving
S. Concept Formation
List II: (Key Feature)
1. Overcoming an obstacle to reach a goal.
2. Manipulation of mental representations.
3. Encoding, storage, retrieval.
4. Categorization based on shared features.
(A) P-3, Q-2, R-1, S-4
(B) P-2, Q-3, R-4, S-1
(C) P-3, Q-1, R-2, S-4
(D) P-4, Q-2, R-1, S-3

182. A problem-solving procedure that guarantees a solution is called a(n):
(A) Heuristic
(B) Algorithm
(C) Mental set
(D) Insight

183. Consider the following statements:
Statement I: Meta-cognition involves both knowledge of cognition and regulation of cognition.
Statement II: A student who plans their study time and monitors their understanding is engaging in meta-cognition.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

184. The type of forgetting that occurs when prior learning disrupts the recall of new information is:
(A) Retroactive inhibition
(B) Decay
(C) Retrieval failure
(D) Proactive inhibition

185. A factor for better decision making is to avoid the 'framing effect', which means one should:
(A) Make a choice without any available information.

(A) Episodic
(B) Semantic
(C) Procedural
(D) Short-term

231. The term "inhibition" in memory research primarily refers to:
(A) The conscious suppression of memories.
(B) The natural decay of memory over time.
(C) The process by which one memory trace impedes another.
(D) The failure to encode information initially.

232. Thinking is a cognitive process that is:
(A) Always conscious and deliberate.
(B) Never influenced by emotion.
(C) Entirely dependent on external stimuli.
(D) Goal-directed and involves manipulation of information.

233. The tendency to cling to one's initial belief even after receiving new information that contradicts it is known as:
(A) The availability heuristic
(B) Functional fixedness
(C) Belief perseverance
(D) Hindsight bias

234. A student is trying to remember a phone number by repeating it over and over. This is an example of:
(A) Elaborative rehearsal
(B) A schema
(C) Meta-memory
(D) Maintenance rehearsal

235. The nature of creative thinking involves a balance between:
(A) Divergent and convergent thinking.
(B) Proactive and retroactive inhibition.
(C) Algorithms and heuristics.
(D) Encoding and retrieval.

236. A factor that contributes to concept formation is:
(A) The learner's motivation.
(B) All of the above.
(C) The complexity of the attributes.
(D) The clarity of feedback.

237. The process of accessing and bringing to consciousness information from memory storage is:
(A) Encoding
(B) Rehearsal
(C) Retrieval
(D) Inhibition

238. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Functional fixedness can be a major barrier to effective problem solving.
Reason (R): It limits the individual to using an object only in the way it is traditionally used, preventing innovative solutions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

239. A good strategy for memory improvement is to link new information to what you already know. This is called:
(A) Massed practice
(B) Maintenance rehearsal
(C) Elaborative rehearsal
(D) Proactive inhibition

240. The memory for skills and habits, like playing the piano, is known as:
(A) Declarative memory
(B) Semantic memory
(C) Episodic memory
(D) Procedural memory

241. Consider the following statements:
I. Models of semantic memory often propose a network structure.
II. Meta-cognition refers to awareness of one's own thought processes.
III. Schemas are mental frameworks that organize knowledge.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

Click Here to Buy book on Amazon

291. "What are all the uses you can think of for a paperclip?" This question is designed to test:
(A) Convergent thinking
(B) Memory for facts
(C) Divergent thinking
(D) An algorithmic approach

292. A concept defined by specific rules, such as "a square is a shape with four equal sides and four right angles," is a(n):
(A) Natural concept
(B) Prototype
(C) Fuzzy concept
(D) Artificial concept

293. A major factor in decision making is the tendency to be more confident than correct. This is known as:
(A) Overconfidence
(B) Hindsight bias
(C) Anchoring
(D) Confirmation bias

294. A problem exists when:
(A) A person feels stressed or anxious.
(B) There is a discrepancy between a present state and a desired goal.
(C) A decision must be made quickly.
(D) A memory cannot be retrieved.

295. Which type of memory is most vulnerable to forgetting?
(A) Long-term memory
(B) Procedural memory
(C) Short-term memory
(D) Semantic memory

296. A schema is a cognitive structure that:
(A) Guarantees a solution to a problem.
(B) Prevents forgetting from occurring.
(C) Is a form of creative thinking.
(D) Represents knowledge about a concept or stimulus.

297. Trying to solve a long division problem by following a specific set of rules is an example of using a(n):
(A) Algorithm
(B) Heuristic
(C) Insight
(D) Mental set

298. Thinking about which study strategy will be most effective for an upcoming exam is an example of:
(A) Semantic memory
(B) Episodic memory
(C) Meta-cognition
(D) Retroactive inhibition

299. In the context of thinking, language's most significant role is to provide:
(A) Emotional context
(B) Sensory input
(C) A barrier to creativity
(D) A system of symbols for representation and manipulation

300. The inability to recall your old mobile number is most likely due to:
(A) Proactive inhibition
(B) Retroactive inhibition
(C) Memory decay
(D) Encoding failure

NODIA
www.nodia.in

(C) A willingness to take risks.
(D) A high degree of conformity.

255. The tendency to search for, interpret, and recall information in a way that confirms one's pre-existing beliefs is:
(A) Confirmation bias
(B) Anchoring bias
(C) Availability heuristic
(D) Hindsight bias

256. Which of the following represents a well-defined problem?
(A) How to live a happy life.
(B) How to solve a Rubik's Cube.
(C) How to become a more creative person.
(D) How to improve society.

257. Forgetting the source of a memory is known as:
(A) Retroactive inhibition
(B) Proactive inhibition
(C) Source amnesia
(D) Memory decay

258. A schema for a "classroom" would likely include all of the following EXCEPT:
(A) Desks and chairs
(B) A teacher
(C) A chalkboard or whiteboard
(D) A detailed transcript of every lecture ever heard

259. A key to better decision making is being able to:
(A) Identify and evaluate the potential consequences of different choices.
(B) Make choices instantly without deliberation.
(C) Ignore all advice from others.
(D) Stick with the first choice that comes to mind.

260. The three main components of memory are:
(A) Thought, language, and problem-solving.
(B) Encoding, storage, and retrieval.
(C) Concepts, biases, and factors.
(D) STM, LTM, and inhibition.

261. An important factor in problem solving is having an accurate representation of the problem, which involves:
(A) Understanding the initial state, goal state, and permissible operations.
(B) Ignoring the goal state to focus on the present.
(C) Using only heuristic approaches.
(D) Applying functional fixedness.

262. Match List I with List II using the following information:
List I: (Memory Type)
P. Semantic
Q. Episodic
R. Procedural
S. STM
List II: (Example)
1. Knowing how to tie your shoes.
2. Remembering what you ate for breakfast this morning.
3. Holding a phone number in mind just long enough to dial it.
4. Knowing that a whale is a mammal.
(A) P-4, Q-2, R-1, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-4, R-3, S-1

263. When you cannot remember your new password because you keep typing the old one, you are experiencing:
(A) Retroactive inhibition
(B) Encoding failure
(C) Proactive inhibition
(D) Memory decay

264. Consider the following statements:
I. A heuristic is a rule of thumb.
II. An algorithm is a step-by-step procedure.
III. Algorithms are generally faster but more error-prone than heuristics.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

265. The nature of a concept like "justice" or "freedom" is that it is:
(A) An abstract concept.
(B) A natural concept with a clear prototype.
(C) An artificial concept defined by rules.
(D) A procedural concept.

NODIA

266. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Meta-memory skills are crucial for effective studying.
Reason (R): A student with good meta-memory can accurately judge their own learning, know when to review material, and select appropriate memory strategies.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is a false statement.
(D) A is false but R is a true statement.

267. Thinking that is aimed at finding a single, best solution to a problem is called:
(A) Divergent thinking
(B) Creative thinking
(C) Convergent thinking
(D) Critical thinking

268. Which of the following is a key factor affecting creative thinking?
(A) A rich knowledge base
(B) An imaginative thinking style
(C) A venturesome personality
(D) All of the above

269. The influence of language on how we perceive and categorize the world is a central theme in the study of:
(A) Models of semantic memory.
(B) Theories of forgetting.
(C) The role of language in thinking.
(D) Biases in decision making.

270. Your memory of your own life experiences is your _____ memory.
(A) semantic
(B) episodic
(C) procedural
(D) iconic

271. When a new memory makes it difficult to recall an old memory, this is called:
(A) Proactive interference
(B) Decay
(C) Repression
(D) Retroactive interference

272. A 'bias' in decision making is a:
(A) A random error in judgment.
(B) A systematic tendency to think in a certain way that can lead to errors.
(C) A logical and rational thought process.
(D) A method for ensuring the best possible outcome.

273. The 'aha!' moment in problem-solving is known as:
(A) An algorithm
(B) A heuristic
(C) Insight
(D) A mental set

274. A schema can be helpful because it _____, but it can be problematic because it _____.
(A) creates stereotypes; helps organize information
(B) is always accurate; is slow to use
(C) prevents forgetting; causes interference
(D) allows for efficient processing; can create distortions

275. A student who monitors their own understanding as they read a textbook is engaging in:
(A) Meta-cognition
(B) Proactive inhibition
(C) Semantic networking
(D) Procedural memory

276. The difference between STM and LTM is NOT just duration, but also:
(A) Capacity
(B) The type of information held
(C) The brain region involved
(D) The susceptibility to forgetting

277. The process of forming a concept of "dog" by seeing many different dogs and extracting their common features is an example of:
(A) Rule-based concept formation
(B) Algorithmic problem solving
(C) Prototype-based concept formation
(D) Retroactive inhibition

278. Which of the following is the best way to improve decision making?
(A) Rely on intuition alone.
(B) Make decisions as quickly as possible.
(C) Avoid gathering too much information to

Downloaded from www.pdf.tube

prevent confusion.
(D) Be aware of common biases and actively work against them.

279. Which of the following is a type of memory?
(A) Heuristic
(B) Algorithmic
(C) Semantic
(D) Cognitive

280. Consider the following statements:
Statement I: Language is a system of symbols used for communication.
Statement II: Thinking is a mental process that often uses these symbols.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

281. An example of retroactive inhibition is:
(A) Difficulty learning a new phone number because the old one is so familiar.
(B) Difficulty remembering an old address after you have learned your new one well.
(C) Forgetting something due to the passage of time.
(D) Forgetting something because you were not paying attention.

282. Which of the following is NOT a factor affecting creative thinking?
(A) Personality
(B) Environment
(C) Knowledge base
(D) Memory capacity for digits

283. In decision-making, the framing effect demonstrates that:
(A) People are always rational.
(B) The first option is always the most attractive.
(C) The way a problem is presented can influence the choice.
(D) Biases do not affect real-world decisions.

284. Which of the following methods of problem-solving is most likely to be used when you have little knowledge in a domain?
(A) Algorithm
(B) A sophisticated heuristic
(C) Means-end analysis
(D) Trial and error

285. According to models of semantic memory, why is it faster to verify "A canary is a bird" than "A canary is an animal"?
(A) "Bird" is stored closer to "canary" in the semantic network.
(B) "Bird" is a shorter word than "animal".
(C) People have more personal experiences with birds.
(D) The concept of "animal" is more abstract and thus harder to process.

NODIA

286. Thinking about your own cognitive processes is the essence of:
(A) Semantic memory
(B) Meta-cognition
(C) Problem solving
(D) Creative thinking

287. Which of the following is a characteristic of LTM?
(A) It has a very small capacity.
(B) Information is stored for a few seconds.
(C) It is thought to have a virtually unlimited capacity.
(D) It primarily holds unprocessed sensory information.

288. Which theory of forgetting is illustrated by the "use it or lose it" principle?
(A) Interference Theory
(B) Retrieval Failure Theory
(C) Motivated Forgetting
(D) Decay Theory

289. Which is the correct description of proactive inhibition?
(A) Prior learning interferes with new learning.
(B) New learning interferes with old memory.
(C) Forgetting due to lack of cues.
(D) Forgetting due to the passage of time.

290. All of the following are factors that can improve memory EXCEPT:
(A) Spaced practice
(B) Interference
(C) Elaborative rehearsal
(D) Using mnemonics

effective problem-solving, as it allows for a more flexible and imaginative approach to diverse challenges.

27. (B) P-4, Q-1, R-3, S-2
Systematic errors in judgment are categorized based on their underlying mechanisms. Some involve favoring beliefs that align with current views, while others rely on the first information provided or the ease of recalling examples. Additionally, individuals often mistakenly believe they predicted an event after it occurred. Understanding these categories is vital for recognizing and mitigating various irrational decision-making patterns.

28. (B) A mental grouping of similar objects, events, ideas, or people.
The mind organizes the world by creating categories for things that share common properties. This mental shorthand allows for efficient information processing, as individuals can apply general knowledge to specific new instances within a group. By simplifying the complexity of the environment into manageable sets, these units facilitate reasoning, communication, and the overall understanding of various diverse phenomena.

29. (A) Both A and R are true and R is the correct explanation of A.
Symbols and syntactic rules are fundamental to the human ability to engage in abstract reasoning. Language provides the necessary tools for labeling, organizing, and manipulating complex ideas that are not immediately present in the environment. This structural support allows for a level of mental sophistication that would be impossible to achieve through purely non-verbal or sensory-based thought.

30. (D) Generating multiple, unique ideas from a single starting point.
Creative problem-solving often requires a mental process that moves outward in various directions. Instead of seeking a single established answer, this mode of thought explores a wide range of possibilities and unconventional connections. It is characterized by fluidity and originality, serving as the foundational cognitive mechanism for innovation and the discovery of multiple viable alternatives to a single challenge.

31. (A) Inhibited concept
Concepts are typically classified into categories based on how they are formed or structured, such as those occurring in nature or those defined by specific logical rules. They can also be organized in levels of generality. Inhibition is a process related to forgetting or behavior suppression, not a classification for the mental units used to categorize objects or ideas.

32. (B) Encoding
Before information can be stored or recalled, it must be transformed into a format that the nervous system can process. This initial stage involves translating physical stimuli into mental representations or codes. The effectiveness of this process determines how well the data will be maintained in the long term, as deeper processing usually leads to more durable memory traces.

33. (A) Both Statement I and Statement II are true.
Individuals possess specific knowledge regarding their own memory strengths and weaknesses. This self-awareness includes recognizing which types of information are easier to retain and which retrieval conditions are most effective. Being able to identify that one's ability to remember visual faces exceeds their ability to recall verbal names is a clear practical application of this reflexive cognitive capacity.

34. (A) Systematically evaluating options against clear criteria.
Optimal choices are generally the result of a deliberate and analytical approach. This involves identifying potential alternatives and weighing them against established goals or standards. By using a structured method to compare the pros and cons of each option, an individual can minimize the influence of impulsive emotions and cognitive biases, leading to more rational and successful outcomes.

35. (C) A cognitive process directed at achieving a goal when no obvious solution is available.
Goal-oriented mental activity occurs when a person encounters an obstacle that cannot be bypassed through simple habit or direct recall. This process requires the active manipulation of information and the application of strategies to bridge the gap between the current state and the desired outcome. It is a purposeful activity

Click Here to Buy book on Amazon

ANSWERS

1. (B) The process of acquiring, storing, and retrieving information.
Memory involves the encoding of sensory input into a representational form, the retention of that information over time, and the subsequent recovery of it for use in cognitive tasks. It is fundamental to learning and identity, allowing individuals to bridge past experiences with present requirements through systematic mental processing. This capacity supports higher-order reasoning and environmental adaptation.

2. (A) Perception
While sensory systems provide the initial input, the core memory system is defined by three specific stages. Encoding converts information for storage, storage maintains the data over time, and retrieval brings the information back to consciousness. Perception precedes these stages as the initial interpretation of environmental stimuli rather than being a specific mechanism of the memory system itself.

3. (A) Both Statement I and Statement II are true.
Human memory consists of systems with distinct temporal and capacity characteristics. Short-term memory serves as a temporary workspace with very limited space, typically holding items for less than thirty seconds. In contrast, long-term memory functions as a permanent repository capable of storing vast amounts of knowledge and personal history indefinitely, providing a stable foundation for the human intellect.

4. (D) Retroactive inhibition
This specific type of interference occurs when recently acquired knowledge obstructs the ability to recall previously established information. As the brain integrates new data, it can sometimes overwrite or create competition with older memory traces. This phenomenon is a common cause of forgetting when studying multiple similar subjects or learning new skills in a very close timeframe.

5. (C) It is synonymous with the primary cognitive process itself.
Higher-order thinking involves monitoring and regulating one's own cognitive activities. It is distinct from primary tasks like reading or calculating, acting instead as a supervisor that plans and evaluates performance. This secondary level of awareness allows learners to adjust their strategies, which is why it cannot be considered identical to the basic mental processes it actually oversees.

6. (A) Both A and R are true and R is the correct explanation of A.
Forgetting is frequently the result of interference where different memories conflict with one another. When previously learned material makes it difficult to acquire or recall newer information, the process is termed proactive inhibition. This identifies the temporal direction of the interference, explaining why well-established old habits often hinder the development and retention of new sets of information.

7. (D) It is the memory for facts, concepts, and general knowledge of the world.
Declarative memory is divided into personal experiences and shared knowledge. The component dealing with general world facts operates independently of the context in which the information was originally learned. It includes understanding language, mathematical principles, and geographical data, providing a stable foundation for human intellect and communication across various diverse cultural contexts and many different learning environments.

8. (A) Proactive inhibition
Memory interference often occurs between similar sets of information, such as related languages. When earlier learning, like Spanish vocabulary, prevents the successful retrieval or encoding of later learning, like French words, it demonstrates a forward-acting disruptive effect. This happens because the older, more established

NODIA

memory traces compete with and overpower the newer, weaker ones during the retrieval process.

9. (A) P-3, Q-4, R-1, S-2
Memory systems are categorized by their capacity and duration, with short-term storage being brief and limited while long-term storage is vast. Interference theories explain forgetting based on the direction of influence. Proactive interference occurs when old data disrupts new learning, whereas retroactive interference happens when new information makes it harder to remember old data. These concepts define information management.

10. (A) To describe the mechanisms by which information is lost from memory.
Research into memory loss seeks to identify why information becomes inaccessible over time. Key theories suggest that traces may decay due to lack of use, be obstructed by competing information, or fail to emerge because of missing cues. Understanding these internal processes helps psychologists develop strategies to enhance retention and mitigate the natural decline of data within the system.

11. (D) Meta-memory
This concept describes the introspective knowledge individuals possess regarding their own memory functions. It includes awareness of memory strength, the ability to monitor learning progress, and the selection of appropriate strategies for retrieval. Such self-awareness is a subcategory of metacognition, specifically focusing on the storage and recovery aspects of one's own internal cognitive system and individual capabilities.

12. (A) I and II only
Enhancing retention is possible through specific techniques like mnemonic devices, which provide structured cues for retrieval. Additionally, distributing study sessions over time, known as spaced practice, is significantly more effective than cramming. These methods prove that memory performance is not fixed by innate ability alone but can be significantly improved through the application of strategic learning and rehearsal methods.

13. (C) The structure of a language can influence the way its speakers think.
Linguistic relativity suggests that the specific characteristics of a language shape the cognitive processes of its users. Vocabulary and grammatical rules provide the categories through which people perceive and organize their reality. While not completely determining thought, language serves as a powerful framework that directs attention toward certain aspects of the environment and various types of abstract concepts.

14. (D) Heuristics
Effective goal achievement often involves mental shortcuts that simplify complex tasks. These rule-of-thumb strategies allow for quick decision-making by narrowing down possible solutions based on past experience or probability. While they do not guarantee a correct outcome like formal algorithms, they are essential for navigating everyday situations where information is incomplete and time for deliberation is quite limited.

15. (A) Both A and R are true and R is the correct explanation of A.
Mental frameworks play a vital role in organizing how information is perceived and stored. These structures allow individuals to make sense of new data by relating it to existing knowledge, though they can also cause errors. By filling in missing details based on expectations, these frameworks actively shape the constructive nature of encoding and retrieval processes in memory.

16. (B) Rote memorization ability
Creativity involves the generation of original and useful ideas, which requires divergent thinking and flexibility. Factors such as intelligence, personality traits like openness, and a stimulating environment are known to support this process. Simply repeating information without deep understanding or transformation does not contribute to the novel insights or unique perspectives characteristic of truly creative and inventive mental activity.

17. (B) A systematic pattern of deviation from norm or rationality in judgment.
Human judgment often relies on mental shortcuts that, while efficient, can lead to predictable

Downloaded from www.pdf.tube

errors. These distortions occur when subjective preferences or cognitive limitations override objective logic. Recognizing these patterns is crucial for improving choice accuracy, as it allows individuals to account for the subconscious influences that pull their reasoning away from purely factual or optimal rational conclusions.

18. (A) II, III, IV, I
Reaching a goal requires a logical sequence of cognitive steps. The process begins with identifying the specific nature of the obstacle. Once defined, various potential strategies are developed and then applied to the situation. Finally, the outcome is assessed to determine if the goal was reached, allowing for adjustments if the initial attempt proved to be entirely unsuccessful.

19. (C) A complex mental process involving manipulation of information.
Cognitive activity goes beyond the simple reception of sensory data; it involves the internal transformation of mental representations. This process includes reasoning, imagining, and evaluating concepts to achieve specific goals or understand reality. By organizing and reconfiguring symbols and ideas, the mind can navigate abstract challenges and plan for future actions in a way that is highly adaptive.

20. (D) Sensory thinking
Cognitive psychology identifies several modes of thought, including creative, critical, and problem-oriented processes. These involve higher-level manipulation of mental symbols and logical evaluation. In contrast, the immediate processing of environmental stimuli is classified as sensation and perception rather than a type of thinking. Thinking requires an active mental engagement that transcends the raw data provided by the senses.

21. (C) An organized cluster of knowledge or a mental framework.
To process the vast amount of information encountered daily, the mind uses structural units that represent objects, events, or social situations. These frameworks provide a context for understanding new experiences by organizing related concepts into a coherent whole. They function as mental templates that guide expectations and help fill in gaps when specific information is missing or ambiguous.

22. (B) Decay Theory
This perspective on memory loss suggests that the physical traces created during learning gradually weaken over time. If the information is not accessed or rehearsed, the neural pathways associated with that memory become less distinct until the data is lost entirely. It focuses on the simple passage of time as the primary factor in the disappearance of stored information.

23. (D) Organizational encoding
Memory is significantly enhanced when items are grouped based on shared characteristics or meaningful relationships. By categorizing a random list into logical clusters, a learner reduces the cognitive load and creates strong retrieval cues. This systematic arrangement makes it easier for the brain to store and later recover the information compared to trying to remember many items in isolation.

NODIA

24. (A) I and II only
Developing mental categories involves learning to group diverse stimuli based on shared properties. This process is influenced by the environment, as extraneous or confusing details can hinder the identification of relevant features. Contrary to being an entirely innate ability, forming concepts is a learned skill that relies heavily on experience and the systematic abstraction of common attributes and features.

25. (C) Retrieval failure
Forgetting is often not a result of information being permanently erased from the system, but rather an inability to access it. This occurs when the necessary cues to trigger the memory are absent or ineffective. The data remains stored within the long-term repository, but it cannot be brought back into consciousness without a specific and appropriate stimulus or prompt.

26. (A) Functional fixedness
A significant cognitive obstacle arises when an individual perceives an object only in terms of its traditional or most common use. This rigid perspective prevents the discovery of creative solutions that require using tools in novel ways. Overcoming this mental barrier is essential for

242. When we make a decision based on a stereotype, we are using a(n):
(A) Algorithm
(B) Heuristic or schema that may be biased
(C) Elaborative rehearsal strategy
(D) Method of loci

243. The "nature" of a problem refers to:
(A) Its solution.
(B) The emotional response it evokes.
(C) Its structure, including the initial state, goal state, and obstacles.
(D) The person trying to solve it.

244. Which statement about the role of language in thinking is FALSE?
(A) Language provides symbols for abstract concepts.
(B) The structure of language can influence thought patterns.
(C) Language helps in organizing and communicating thoughts.
(D) Thought is impossible without language.

245. Forgetting that occurs due to the gradual fading of the physical memory trace is explained by:
(A) Decay theory
(B) Interference theory
(C) Retrieval failure theory
(D) Motivated forgetting

246. All of the following are types of long-term memory EXCEPT:
(A) Episodic memory
(B) Procedural memory
(C) Semantic memory
(D) Sensory memory

247. The "sunk cost fallacy" is a bias in decision making where individuals:
(A) Overvalue information that is easily available.
(B) Believe they could have predicted an outcome after it happened.
(C) Continue to invest in a failing project because of past investment.
(D) Rely too much on the first piece of information received.

248. The method of loci is a memory improvement technique that involves:
(A) Repeating information silently.
(B) Creating an acronym from the first letters of items.
(C) Breaking down information into smaller units.
(D) Associating items with a sequence of familiar locations.

249. A key difference between proactive and retroactive inhibition is the:
(A) Direction of the interfering effect.
(B) Type of memory store (STM vs LTM).
(C) Emotional content of the memories.
(D) Method of original learning.

250. The process of thinking about one's own memory is called:
(A) Meta-cognition
(B) Meta-memory
(C) Semantic memory
(D) Episodic memory

251. Consider the following statements:
Statement I: Heuristics are mental shortcuts that can speed up problem-solving.
Statement II: Unlike algorithms, heuristics do not guarantee a correct solution.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

252. A major factor that influences concept formation is:
(A) The capacity of one's short-term memory.
(B) The effectiveness of one's retrieval cues.
(C) The strength of one's procedural memories.
(D) The number and variety of examples one is exposed to.

253. Which of the following best defines thinking?
(A) The storage and retrieval of information.
(B) The process of forgetting unused information.
(C) The mental manipulation of symbols representing information.
(D) The initial registration of sensory stimuli.

254. A factor that can impede creative thinking is:
(A) Openness to new experiences.
(B) Intrinsic motivation.

Click Here to Buy book on Amazon

that characterizes much of human intellectual behavior.

36. (D) Spreading Activation Model.
Knowledge is thought to be stored as a vast web of interconnected concepts. When one unit of information is retrieved, it triggers related ideas through these links, making them easier to access. This explains why thinking of one word often brings similar or associated words to mind, illustrating the highly relational and organized nature of the long-term knowledge system.

37. (C) Functional fixedness
Problem-solving is often hindered by the tendency to view objects only in terms of their intended or traditional roles. When an individual cannot imagine using a common tool for a different purpose, such as utilizing a heavy object as a weight, they are experiencing a cognitive block. Overcoming this rigidity is essential for creativity and finding unconventional solutions to challenges.

38. (D) I, II and III
Interference is a major cause of memory failure, occurring in two distinct directions. Old information can hinder the acquisition of new data, while new learning can disrupt the retrieval of previously stored material. Both processes demonstrate how competing memory traces can lead to forgetting, highlighting the dynamic and sometimes obstructive interaction between different sets of information within the mind.

39. (D) Capacity and duration
The human memory architecture is defined by systems with varying limits on how much they can hold and for how long. One system acts as a temporary buffer with a very restricted space for immediate use. The other serves as a permanent warehouse with vast storage potential. These structural differences are the most fundamental ways in which researchers distinguish between memory stages.

40. (A) Presentation of both examples and non-examples of the concept.
Learning to categorize information effectively requires understanding the boundaries of a group. By encountering items that belong to a category as well as those that do not, an individual can more easily identify the essential attributes that define the concept. This comparative approach clarifies the rules for membership and helps prevent overgeneralization or incorrect classification of new stimuli.

41. (A) Both A and R are true and R is the correct explanation of A.
Humans often rely on mental shortcuts to handle the complexity of everyday choices. While these strategies save time and mental effort, they do not always follow the rules of formal logic. Consequently, the use of such heuristics frequently leads to systematic deviations from rationality. Understanding this relationship explains why individuals are susceptible to predictable errors in their everyday judgment.

42. (A) Retrieval failure
Sometimes information is successfully encoded and stored in the mind, but it cannot be immediately accessed. This state of temporary inaccessibility occurs when the connection to the memory trace is weak or appropriate cues are missing. The feeling that the information is known but just out of reach confirms that the problem lies in the recovery stage of memory.

43. (D) Rigid and inflexible thinking.
Innovation requires the ability to look at problems from multiple perspectives and adapt to new information. Creative people typically display high levels of openness, intrinsic drive, and a comfort with uncertainty. Maintaining a fixed or unchanging approach to thinking is the opposite of the mental agility needed to generate the novel and varied ideas that define the creative process.

44. (A) P-3, Q-4, R-1, S-2
Reaching solutions involves different cognitive strategies and barriers. Precise procedures guarantee correct results, while shortcuts offer faster but less certain paths. Sometimes, solutions arrive as sudden realizations. However, people may also become stuck in habitual ways of thinking. Categorizing these elements helps psychologists understand how the mind navigates challenges and why some approaches are more successful than others.

Downloaded from www.pdf.tube

this definition reflects the complexity and goal-directed nature of the mind's higher-level operations in diverse situations.

82. (B) A mental set
Cognitive flexibility can be limited by the tendency to repeat approaches that were effective in previous situations. When a person continues to use an old method even though it is no longer appropriate for a new problem, they are demonstrating a specific type of mental block. This habituation can prevent the discovery of more efficient or innovative solutions.

83. (C) The awareness and regulation of one's own cognitive processes.
This higher-order mental activity involves both knowing about and controlling how one thinks and learns. It includes monitoring understanding, planning the approach to a task, and evaluating progress toward a goal. By reflecting on their own mental operations, individuals can improve their learning efficiency and adapt their strategies to meet the specific demands of various diverse and complex challenges.

84. (D) Narrowing down possibilities to find the single best answer.
Many tasks, especially those in formal education and standardized testing, require a focused cognitive process. Instead of exploring a wide range of creative options, this mode of thought uses logic and established rules to systematically eliminate incorrect alternatives. The goal is to arrive at the one correct solution that fits all the given criteria, representing structured reasoning.

85. (D) I, II and III
The standard framework for understanding human memory identifies three essential and sequential processes. Getting information into the system, keeping it there over time, and bringing it back out are all necessary for memory to function. These stages are interdependent, as an error at any point will result in an inability to successfully remember or use the target information.

86. (B) Functional fixedness
Creativity often involves seeing beyond the standard uses for common tools. When someone identifies a novel application for an object that is typically used for a single purpose, they have successfully overcome a common cognitive barrier. This breakthrough allows for more flexible problem-solving, as the individual is no longer constrained by conventional labels and can utilize the physical properties.

87. (D) Careful analysis and avoidance of common biases.
Reaching optimal conclusions requires a deliberate and thoughtful approach that minimizes errors in judgment. By taking the time to thoroughly evaluate available information and being aware of the mental shortcuts that often lead astray, an individual can make more rational choices. This process involves resisting impulsive reactions to ensure that the final decision is based on a balanced perspective.

88. (A) Both A and R are true and R is the correct explanation of A.
Forgetting is frequently caused by interference when different sets of information compete for retrieval. When the acquisition of new material makes it difficult to remember what was learned previously, it is often because the fresh data has disrupted the older memory trace. This temporal conflict highlights how the constant influx of information can sometimes compromise the stability of our memories.

NODIA

89. (C) Semantic memory
Humans possess a specific long-term storage system for facts and concepts that are not tied to a particular time or place. This component of declarative memory includes understanding language, historical information, and general principles. It provides the shared base of knowledge necessary for communication and reasoning, operating independently of the personal experiences that make up our episodic memory system.

90. (A) The capacity of the individual's iconic memory.
Developing mental categories is a high-level cognitive process influenced by the complexity of the attributes, the variety of examples provided, and what the learner already knows. Iconic memory, however, is a very low-level sensory buffer that holds visual information for only a tiny

54. (D) The fundamental characteristics and processes of thought.
Examining how humans reason, imagine, and solve problems involves looking at the essential properties of these mental activities. This includes understanding the manipulation of internal representations and the goal-directed quality of cognitive tasks. It focuses on the general mechanisms that allow the mind to transform information and navigate complex abstract or practical situations through various deliberate mental operations.

55. (A) Information is not accessible because other information gets in the way.
This perspective suggests that forgetting is primarily a retrieval issue caused by competition between memory traces. When similar pieces of information are stored, they can overlap or obstruct each other, making it difficult to recover the specific data needed. The information is still present in the system, but the search process is hindered by the presence of conflicting material.

56. (A) Both A and R are true and R is the correct explanation of A.
Innovation often requires moving past habitual ways of addressing challenges. Past successes can create a predisposition to use certain strategies even when they are not appropriate for a new situation, acting as a mental block. By consciously breaking these patterns, individuals can explore novel paths and unique perspectives, which is the core requirement for generating truly creative outcomes.

57. (D) Massed practice before an exam
Techniques like elaborative rehearsal, mnemonics, and spaced practice are well-documented to enhance retention by creating meaningful associations or distributing learning over time. In contrast, cramming large amounts of information into a single, intense session is generally ineffective for long-term storage. While it may help with immediate recall, the information is typically lost quickly due to poor consolidation.

58. (A) The number of positive and negative instances encountered.
Developing an accurate mental category depends on seeing a variety of examples that belong to the group and others that do not. These encounters help the mind identify the essential features that define the concept while clarifying its boundaries. The more varied the experiences, the more refined and useful the resulting concept becomes for future reasoning and classification tasks.

59. (B) P-2, Q-1, R-4, S-3
Cognitive psychology uses specific terms to describe how we organize knowledge and monitor our minds. Mental frameworks help us understand situations like visiting a library, while categories like “dog” represent general concepts. Reflexive awareness allows us to judge our own memory skills. Finally, interference phenomena explain why new learning, such as a fresh phone number, causes us to forget.

60. (A) Algorithms guarantee a correct solution, while heuristics do not.
Mental strategies vary in their reliability and efficiency. One approach involves an exhaustive, step-by-step procedure that will always lead to the right answer if followed correctly. Another approach uses mental shortcuts that are much faster but carry a higher risk of error. Choosing between them often depends on the complexity of the problem and the time available.

61. (D) Short-Term Memory (STM)
This system serves as a temporary storage area for information that is currently being processed. It has a very limited capacity, often cited as about seven items, and a duration of only a few seconds without active rehearsal. It acts as a bridge between the immediate registration of sensory data and the more permanent storage of knowledge.

62. (B) Availability heuristic
People often estimate the frequency or likelihood of an event based on how quickly relevant instances come to mind. If a particular type of information is vivid or recently encountered, it is recalled more easily, leading to the belief that the event is more common than it actually is. This mental shortcut can result in biased judgments.

Click Here to Buy book on Amazon

45. (C) The obstruction or interference of one memory by another.
Forgetting often results from the competition between different sets of learned information. When one memory trace makes it difficult to encode or retrieve another, the process is described as inhibitory. This interaction can happen forward in time, with old habits affecting new learning, or backward, with new experiences disrupting the recall of past events, representing a major hurdle in retention.

46. (D) Episodic Memory
Long-term storage includes several subsystems for different kinds of information. The component that keeps a record of personally experienced events and their context is essential for maintaining a sense of self and history. Unlike sensory buffers that hold data for mere fractions of a second, this system allows for the detailed recollection of life occurrences over many years.

47. (A) III, II, I
According to the standard model of information processing, data moves through three distinct stages. It first enters a very brief sensory buffer. If attended to, it moves to a limited-capacity short-term workspace. Through rehearsal and deep processing, the information can then be transferred to a permanent long-term store. This sequential flow describes how environmental input becomes a lasting memory.

48. (B) Massed practice
Concentrating learning into a single, long session is a common but often inefficient study technique. This approach typically leads to rapid forgetting once the session ends because the brain has not had time to consolidate the information effectively. In contrast, spreading study periods over several days is known to produce much better long-term retention and a deeper understanding.

49. (C) Schemas provide an organizational framework that can guide encoding and retrieval.
Mental structures help individuals manage vast amounts of data by relating new information to existing knowledge. These templates influence what details are noticed and how they are interpreted during storage. While they facilitate quick understanding, they can also lead to reconstruction errors by prompting the mind to recall information that fits the framework rather than what actually occurred.

50. (A) Considering multiple perspectives and options.
High-quality choices are more likely when an individual explores a variety of alternatives rather than settling on the first idea. This practice helps to counteract narrow thinking and allows for a more comprehensive evaluation of potential risks and benefits. By seeking out different viewpoints, a decision-maker can reach a more balanced and informed conclusion that accounts for various possibilities.

51. (D) Rehearsal
Because short-term storage is very brief, active measures are needed to keep information accessible. Repeating the data either silently or aloud helps to prevent it from fading away. This process not only extends the duration of information in the immediate workspace but also increases the likelihood that it will be transferred into the more permanent long-term memory system.

52. (A) I and II only
Cognitive shortcuts like focusing on confirming evidence or relying on easily recalled examples are common features of human judgment. While these tendencies often lead to efficient processing, they are not always incorrect; they are simply prone to systematic error. These biases are a natural part of cognitive functioning, but their influence can be mitigated through awareness and analytical thought.

53. (C) Monitoring one's own comprehension
High-level cognitive control involves the ability to observe and assess one's own mental performance. This includes checking whether a concept has been truly understood during the learning process. By identifying gaps in knowledge, an individual can adjust their study strategies or seek further clarification, which is more effective than simply performing a task without any self-reflective oversight.

NODIA

concepts are defined by strict rules, many categories found in the natural world have more flexible boundaries based on experience and typicality rather than precise, unchanging, mathematical definitions.

73. (C) The temporal direction of the interference (past on present vs. present on past).
Interference phenomena are distinguished by whether the conflicting information was learned before or after the target material. One type involves old habits disrupting the acquisition of new skills, while the other involves fresh experiences making it harder to recall older data. This distinction is crucial for understanding how the timing of learning affects the stability of various memory traces.

74. (D) Confirmation bias
People naturally tend to seek out and favor information that supports their existing viewpoints. To make more objective and balanced decisions, it is necessary to deliberately look for evidence that challenges those beliefs. This strategy forces a more critical evaluation of one's position and helps to prevent the narrow-mindedness that can lead to flawed conclusions in many diverse contexts.

75. (C) A is true but R is a false statement.
Mental shortcuts are incredibly useful for navigating a world filled with information because they allow for quick and often effective judgments. However, they are fundamentally different from formal algorithms in that they do not follow an exhaustive set of steps. Because they prioritize speed over completeness, they cannot guarantee a correct outcome every time, although they remain valuable.

76. (B) Encoding, storage, and retrieval
The core of the memory system is defined by three sequential activities. First, sensory information is converted into a representational code. Second, this information is maintained over time in a stable format. Finally, the stored data is recovered and brought back into consciousness when needed. This framework is used to study how information is processed, maintained, and sometimes lost.

77. (D) Iconic
Long-term memory is categorized into declarative systems for facts and events, and non-declarative systems for skills. Systems that handle personal experiences, general knowledge, and physical habits fall under this umbrella. However, the immediate and very brief buffer for visual information is part of the sensory memory system, which only holds data for a fraction of a second before fading.

78. (B) P-2, Q-4, R-1, S-3
Different aspects of cognition involve distinct mental operations. Innovation is about generating new ideas, while communication relies on using symbols to represent those thoughts. Organizing the world requires grouping items by common features, and reaching objectives involves navigating obstacles. Categorizing these activities helps clarify the diverse ways the human mind processes information, solves challenges, and interacts with its environment.

79. (C) Schemas
The mind uses structured clusters of knowledge to interpret and organize new information efficiently. These frameworks provide templates for what to expect in various situations, such as going to a restaurant. While they make processing much faster, they can also lead to inaccuracies by causing people to "remember" details that were not actually present but fit the pattern.

80. (A) Encoding failure
Forgetting often occurs not because information was lost from storage, but because it was never successfully recorded in the first place. If an individual does not pay sufficient attention to a stimulus or fails to process it deeply, the data will not move beyond the temporary sensory or short-term stages. This represents a breakdown at the initial recording stage.

81. (D) Thinking involves various mental activities like reasoning, problem solving, and decision making.
Thought is a multifaceted cognitive process that encompasses many different types of mental manipulation. It is not limited to a single function or just to language users. By including the evaluation of arguments, the navigation of obstacles, and the selection between alternatives,

Downloaded from www.pdf.tube

of time to the dynamic interaction between memories.

119. (C) Production of novel and appropriate ideas.
Innovation is defined by two essential criteria. First, the result must be original and unique, showing a departure from standard or conventional patterns. Second, it must be useful or relevant to the problem at hand. Producing ideas that are merely strange without being functional does not qualify; true creativity involves generating high-quality solutions that are both inventive and effective.

120. (D) Heuristic
Long-term storage includes subsystems for general knowledge, personal experiences, and physical skills. These are well-established categories of memory. In contrast, the term provided in the specific incorrect option refers to a mental shortcut or rule-of-thumb used in decision-making and problem-solving. While it is a cognitive process, it is a strategy for processing information rather than a system for storage.

121. (D) I, II and III
High-level cognitive activity involves the awareness and management of one's own thought processes. This includes specific knowledge about memory functions and the ability to oversee how information is learned. Developing these skills is highly beneficial for education, as it allows individuals to plan, monitor, and adjust their study methods, leading to more efficient learning and better long-term retention.

122. (B) Confirmation bias
Individuals often display a strong tendency to look for and give more weight to evidence that aligns with their current beliefs. At the same time, they may ignore or downplay information that challenges those views. This systematic error in judgment can lead to a reinforced and one-sided perspective, making it difficult to objectively evaluate new data or change one's mind.

123. (B) P-4, Q-3, R-1, S-2
Understanding the mind involves various terms for organizational structures and mental strategies. Frameworks help categorize knowledge, while shortcuts provide fast paths for choices. Reflexive awareness is necessary for monitoring one's own thoughts. Furthermore, interference occurs when older information disrupts newer learning. These concepts together explain how humans process data, make decisions, and manage their own cognitive activities.

124. (D) Encoding, storage, retrieval
The memory system is defined by three essential stages that must occur for information to be used effectively. It must first be transformed into a format that the brain can process. Then, it must be maintained over a period of time. Finally, the information must be successfully recovered when needed. Without any one of these stages, remembering would be impossible.

125. (A) Both A and R are true and R is the correct explanation of A.
Certain challenges can be solved using an exhaustive, step-by-step procedure that accounts for all possibilities. These methods are highly reliable because they follow a strict logical path specifically designed for a particular type of problem. If the steps are executed correctly, the correct answer is guaranteed, representing the most thorough and accurate approach available for reaching a definite outcome.

126. (B) The availability heuristic (as the concept is fresh in her mind)
People often judge the importance or frequency of something based on how recently or vividly they have encountered it. When a concept is fresh in someone's mind, they are more likely to notice and recall instances of it in their environment. This can lead to a skewed perception where the recently learned information appears more prevalent than it actually is.

127. (B) Knowing how to ride a bicycle.
Long-term storage includes a system for skills and habits that are often performed automatically without conscious thought. This type of information is usually difficult to explain in words but is clearly demonstrated through physical performance. Unlike remembering facts or personal life events, these memories are built through practice and involve the coordination of motor skills and ingrained behavioral patterns.

NODIA

fraction of a second. Its specific capacity is not a primary factor in forming complex concepts.

91. (B) II, III, I
The stages of memory are characterized by how long they can retain information. Input is first held very briefly in a sensory buffer for less than a second. If processed, it moves to a short-term workspace where it lasts for about twenty to thirty seconds. Finally, information can be transferred to a long-term system that stores it indefinitely.

92. (B) Episodic memory.
This system is responsible for storing detailed records of specific events that have happened in an individual's life. These memories include the personal context, such as when and where the event occurred, and the emotions associated with it. Such recollections are a fundamental part of our personal identity and differ from the general factual knowledge stored in semantic memory.

93. (C) The best example or most typical member of a concept category.
When people form mental categories, they often rely on a central mental image that captures the essential features of the group. For example, a robin might serve as this central image for the category of "bird" more than a penguin does. This mental standard helps individuals quickly classify new objects by comparing them to the most representative member encountered.

94. (D) The linguistic relativity hypothesis.
This theory explores how the language we speak influences the way we think and perceive the environment. While the strongest version claims that language dictates all thought, the modern view is that language acts as a framework that makes certain types of thinking more likely. It suggests a dynamic relationship where linguistic structures and cognitive processes are deeply interconnected.

95. (A) More general concepts are placed above more specific ones.
Knowledge in long-term memory is often arranged in levels of increasing detail. Broad categories sit at the top, while more specific examples and subtypes are nested below them. This structured arrangement allows for efficient information processing and the inheritance of properties; if you know something is a "bird," you can automatically assume it has features of the general "animal" category.

96. (B) Trial and error
When a person lacks a specific strategy or algorithm, they may attempt to solve a challenge by testing various options until one works. This method is often time-consuming and inefficient, especially for complex problems with many possibilities. However, it can eventually lead to a solution through a process of elimination and is a common approach when dealing with unfamiliar obstacles.

97. (A) Both Statement I and Statement II are true.
Mental frameworks for common situations help us process information quickly, but they can also lead to predictable memory errors. People tend to fill in missing details with information that fits their expectations for a setting. If someone expects a library to be quiet, their mind may later "recall" a librarian shushing visitors, even if that specific detail was absent.

98. (A) Fixation
Effective problem-solving often requires the ability to abandon unsuccessful strategies and look at a challenge in a new way. When an individual becomes stuck in a particular viewpoint or continues to use a failing method, they are experiencing a mental block. This inability to restructure the problem or see it differently is a major barrier to finding innovative solutions.

99. (C) Prospective bias
Researchers have identified many systematic errors in human judgment, such as favoring confirming information, relying on initial values, or believing events were predictable after they occurred. These are well-documented cognitive biases. However, the term provided in the specific incorrect option is not a recognized psychological concept used to describe a standard pattern of irrationality in the common decision-making process.

100. (A) Their own memory system and its functioning.
This concept describes the knowledge individuals have regarding how they store and retrieve information. It includes an understanding of

Click Here to Buy book on Amazon

63. (C) Language determines thought (linguistic determinism).
This theoretical perspective argues that the specific language a person speaks exerts a profound influence on how they perceive and conceptualize the world. In its strongest form, the hypothesis suggests that thought is entirely constrained by the categories and structures of language. While contemporary views are usually more moderate, the core idea remains that language shapes human cognition.

64. (D) A mental set
Approaching a new challenge with a rigid predisposition to use a previously successful strategy can be counterproductive. This tendency prevents an individual from considering alternative, more effective methods that might be better suited to the current situation. While some strategies like brainstorming or sub-goaling facilitate success, this particular cognitive habit often acts as a significant mental barrier.

65. (A) Consolidation
Theories of memory loss usually focus on decay over time, interference from other memories, or the failure to access information due to missing cues. Consolidation, however, refers to the biological process by which a temporary memory trace is transformed into a stable, long-term form. It is a mechanism of memory formation and strengthening rather than a theory explaining forgetting.

66. (A) Both Statement I and Statement II are true.
Developing the ability to oversee one's own cognitive processes empowers a learner to manage their education more effectively. This involves asking critical questions about one's level of understanding and the effectiveness of study techniques. By engaging in such self-reflection, individuals can identify where more effort is needed and choose strategies that align with their personal learning goals.

67. (D) Episodic memory : Memory for life events
Different memory systems handle specific types of information. One system is dedicated to storing personally experienced events, including when and where they happened. This is distinct from the system for general facts or skills. Definitions involving interference also have specific directions; for example, proactive refers to old data disrupting new, which helps in correctly categorizing various psychological phenomena.

68. (A) There is a goal to be reached, but the path to the goal is not immediately clear.
A challenge is defined by the existence of an obstacle between a person's current state and their intended outcome. If the solution were obvious or the goal irrelevant, no active problem-solving would be required. This gap necessitates the use of cognitive strategies and reasoning to navigate the difficulties and reach the objective, representing a central aspect of intellect.

69. (B) II, III, I
Success in creative tasks is enhanced by the ability to generate diverse ideas and a strong personal interest in the activity. These factors provide the flexibility and persistence needed for innovation. Conversely, being stuck in rigid ways of viewing objects acts as a major hindrance. Ordering these influences helps prioritize the development of flexible thinking over habitual mental habits.

70. (A) Meta-memory
Awareness of one's own memory capabilities is a specialized form of higher-order thinking. It involves judging whether information is stored in the mind and evaluating how likely one is to recall it in the future. This self-monitoring is essential for efficient learning, as it allows individuals to focus their efforts on material they have not yet mastered.

71. (D) A hierarchical or network structure
Knowledge in long-term memory is organized based on relationships and meanings. Models often depict this as a web where concepts are nodes and links represent the associations between them. Some information is arranged from general categories down to specific examples. This organization facilitates efficient retrieval and explains why activating one concept can naturally lead to the recall of others.

72. (A) I and II only
Mental representations of categories allow individuals to organize information into meaningful groups. This process of classification is essential for understanding and interacting with a complex environment. While artificial

NODIA

no obvious or agreed-upon set of steps to reach them. These are categorized as ill-defined because they require the solver to first determine what exactly the goal looks like and what strategies are relevant.

110. (A) New information is organized and integrated with existing knowledge.
Understanding how the mind manages the vast amount of data it encounters involves looking at mental frameworks. These structures provide a context for interpreting new experiences, allowing individuals to incorporate fresh information into their existing worldviews. By providing a template for common scenarios and concepts, they facilitate rapid processing and help ensure that incoming data is stored in a meaningful way.

111. (D) LTM is a passive warehouse of old information.
Long-term storage is often misunderstood as a simple, unchanging repository. In reality, it is a highly active system that is constantly being reorganized as new information is integrated and retrieved. Memories are not just stored; they are reconstructed and influenced by current knowledge and contexts. This dynamic nature means that the information is part of a constantly evolving cognitive landscape.

112. (B) Identifying common features among different stimuli.
Developing mental categories is a process of abstraction. It requires looking at various diverse objects or events and determining the essential characteristics that they all share. This allows an individual to group them together under a single label, which simplifies the complexity of the world and makes it easier to apply knowledge from one instance to another similar one.

113. (A) II, IV, I, III
Rational choice involves a logical progression of steps. First, the need for a choice must be recognized. Then, information must be collected to identify and evaluate the possible alternatives. After a selection is made and put into action, the final step is to assess the results. This evaluation allows the individual to learn from the experience and improve future performance.

NODIA

114. (D) The ease with which they can bring something to mind.
Human judgment is often influenced by how vivid or recent a particular piece of information is. If a certain type of event is easy to recall, people tend to assume it is more common or likely than it actually is. This mental shortcut can lead to significant errors in probability estimation because the ease of retrieval is not always accurate.

115. (A) It is a tool that facilitates and shapes complex thought.
While thought can exist without words, language provides the symbolic system necessary for the highest levels of abstract and sophisticated reasoning. It allows individuals to label concepts, organize their ideas into logical structures, and communicate complex plans. By providing a framework for mental manipulation, language acts as a powerful enhancer that significantly expands the range and depth of cognitive abilities.

116. (B) A mnemonic device
Retention can be significantly improved by using systematic strategies to organize information. One effective method involves creating a word or acronym where each letter stands for a piece of data to be remembered. This provides a clear and simple structure for retrieval, transforming a random list into a single, memorable unit that serves as a cue for recovery.

117. (C) Statement I is true, but Statement II is false.
Reaching goals is a complex mental activity that is frequently influenced by cognitive habits and biases. While individuals often strive for logic and rationality, their efforts can be undermined by rigid mental sets or the tendency to see objects only in traditional ways. These factors prove that problem-solving is not always a purely rational process but is subject to mental constraints.

118. (A) Interference Theory
This perspective on memory failure suggests that forgetting is primarily caused by competition between different sets of learned information. When new and old memories are similar, they can overlap or obstruct one another, making it difficult to recover the specific target data. This theory shifts the focus from the simple passage

their own memory capacity, the effectiveness of various study strategies, and the ability to monitor their learning progress. This self-awareness is a critical component of successful education, as it allows people to adjust their behaviors based on a realistic assessment.

101. (A) P-3, Q-4, R-1, S-2
Memory is affected by both the passage of time and the interference between different sets of information. Traces can fade if not used, while similar learned materials can disrupt each other's recall depending on their timing. Additionally, external or internal cues can significantly aid in the recovery of stored data. Categorizing these factors helps in understanding how we remember.

102. (B) Proactive and retroactive
Forgetting in long-term storage is often explained by the conflict between different memory traces. This competition can occur in two directions: earlier learning can obstruct the acquisition of new material, or more recent experiences can interfere with the recall of older information. These processes represent the most common ways that interference causes data to become inaccessible within the mind.

103. (C) Representations of information
Cognitive activity involves more than just perceiving the world; it requires the internal use of symbols, images, and concepts that stand for objects or ideas. By reconfiguring these internal models, the mind can reason about abstract concepts, plan for the future, and solve problems without needing to interact directly with the physical environment. This is the core of human thought.

104. (D) I, II and III
Generating original and valuable ideas is a multifaceted process characterized by novelty and the exploration of many possible directions. This type of mental activity thrives in supportive environments and is closely linked to the ability to think broadly. However, external pressures like a fear of failure or highly restrictive conditions can significantly dampen the creative drive and prevent innovation.

105. (C) A mental set
Habits can sometimes prevent people from adopting more efficient ways of reaching a goal. When an individual persists in using a familiar but suboptimal strategy despite the availability of a better alternative, they are demonstrating a specific type of cognitive rigidity. This predisposition to approach a situation in a fixed way can be a significant barrier to effective problem-solving and adaptive behavior.

106. (B) A sudden and often novel realization of the solution to a problem.
Solutions to difficult challenges do not always arrive through gradual progress or a series of logical steps. Sometimes, after a period of struggling or even ignoring the problem, the answer appears in a sudden flash of clarity. This "aha!" experience involves a fundamental restructuring of the problem's elements, leading to a new perspective that makes the solution immediately obvious.

107. (C) A is true but R is a false statement.
Effective learning goes beyond simple repetition, which is a relatively weak method for long-term retention. Instead, the best strategy involves making the information meaningful by connecting it to existing knowledge or providing a context. This deeper engagement with the material creates more durable memory traces and more effective retrieval cues than the rote repetition described in the incorrect reasoning statement.

108. (A) Relying solely on emotional reactions.
Reaching high-quality conclusions typically requires a balanced and analytical approach. This includes exploring various alternatives, weighing their potential outcomes, and maintaining an awareness of one's own cognitive biases. In contrast, making choices based entirely on immediate feelings can often lead to impulsive and suboptimal results, as it ignores the critical evaluation and factual evidence necessary for rational decision.

109. (C) Figuring out how to achieve world peace.
Some challenges have clear starting points, specific rules, and a single recognizable solution. These are well-defined. Other problems are much more complex, with ambiguous goals and

Downloaded from www.pdf.tube

128. (A) A work environment that encourages risk-taking and tolerates failure.
Innovation requires a high degree of psychological safety, where individuals feel free to explore unconventional ideas without fear of harsh judgment. Settings that prioritize conformity or are overly critical tend to stifle original thought. By valuing experimentation and seeing mistakes as a natural part of the learning process, an organization can foster the flexible and adventurous thinking necessary for creativity.

129. (C) Linking past experiences to present actions.
The primary value of retaining information lies in its ability to inform future behavior. Memory allows individuals to learn from what they have encountered, store those lessons, and then apply them to current challenges or choices. Without this continuity, every situation would be entirely new, and cumulative learning would be impossible. Memory serves as the essential bridge connecting history to actions.

130. (D) Believe, after an event has occurred, that one would have predicted it.
Once the outcome of a situation is known, individuals often feel that it was more obvious or predictable than it actually was at the time. This cognitive error involves misremembering one's earlier state of uncertainty and believing that the result was inevitable. This bias can distort our understanding of cause and effect and make us overconfident in our prediction ability.

131. (C) Meta-memory: Knowledge about one's own memory and its functioning.
Individuals possess a level of awareness regarding how their own minds store and retrieve information. This self-reflective knowledge allows them to judge their level of learning and select the most effective strategies for remembering. Other concepts like interference have specific directions that must be correctly identified, such as whether old information is disrupting new learning or new experiences hindering past recall.

132. (B) Generalization and discrimination.
Developing mental categories requires two complementary mental operations. One involves recognizing common features among different objects to group them together. The other involves identifying the differences between objects to determine what does not belong in the category. Together, these processes allow an individual to refine the boundaries of a concept, ensuring it is broad enough to include relevant items correctly.

133. (D) Brainstorming (a form of divergent thinking).
A powerful technique for innovation involves separating the creation of ideas from their evaluation. By encouraging the rapid generation of as many possibilities as possible without initial criticism, individuals can explore unconventional connections and unique perspectives. This approach maximizes the variety of potential solutions, providing a wider pool of options that can be critically analyzed later for their practical feasibility.

NODIA

134. (A) Information must pass through STM to get into LTM.
The standard model of human memory suggests a sequential flow of information. Environmental input is first processed in a temporary, limited-capacity workspace. If the data is rehearsed or processed deeply enough while in this immediate system, it can be transferred to a more permanent and vast storage area. This pathway highlights the essential role of the short-term buffer gateway.

135. (C) Divergent thinking.
Testing for creativity often involves asking for many varied uses for a common object. This task requires the mind to move away from the standard function and explore many different possibilities. This outward-moving mental process is the opposite of seeking a single correct answer. It is a key indicator of cognitive flexibility and the ability to generate original and unconventional ideas.

136. (A) Both Statement I and Statement II are true.
Models of how we store meaning propose a web-like structure of related concepts. When a person thinks of one idea, the activation naturally flows along the links to associated ideas, making them more accessible. This explains why encountering a word like "apple" might quickly bring related concepts like "fruit" or "red" to mind, illustrating the interconnected nature of knowledge.

191. (D) Functional fixedness.
Innovation requires the ability to look at objects and challenges from new perspectives. A major cognitive hurdle arises when a person can only think of a tool in terms of its standard or intended purpose. By overcoming this rigid mental habit, individuals can identify novel applications for common items and discover unique solutions. This cognitive flexibility is essential for original and valuable insights.

192. (A) I and II only
Thought is a fundamental mental process that involves the manipulation of internal representations like images and concepts. Language plays a significant role in this by providing a symbolic system for more sophisticated and abstract reasoning. However, not all cognitive activity is directed at reaching a specific goal; some thinking involves free-form imagination or daydreaming rather than being strictly limited to solving problems.

193. (C) Retrieval Failure.
Sometimes information is successfully stored in long-term memory but cannot be immediately accessed. This frustrating experience occurs when the connection to the memory trace is weak or the necessary cues to trigger it are missing. The feeling that the answer is "right there" confirms that the data still exists in the system; the problem is simply one of recovery.

194. (D) Confirmation bias.
People often display a strong tendency to seek out and favor evidence that supports their existing beliefs or goals. At the same time, they may ignore or downplay information that challenges those views. This systematic error in judgment can lead to an unbalanced and one-sided perspective, making it difficult to objectively evaluate reality or make well-informed decisions based on all facts.

195. (A) Procedural memory.
Long-term storage includes a specialized system for skills and habits that are performed automatically. This type of knowledge is built through extensive practice and is often difficult to explain in words, even though it can be performed with high accuracy. These ingrained motor skills represent a form of non-declarative learning that allows individuals to carry out complex actions smoothly.

196. (B) Gathering and evaluating relevant information.
Reaching high-quality conclusions requires a deliberate and thoughtful approach. This includes actively seeking out facts, identifying various alternatives, and weighing the potential risks and benefits of each. By taking the time to thoroughly assess the situation and resist the urge to make impulsive or purely emotional choices, an individual can reach a more rational and successful final outcome.

197. (C) An organizational structure.
Mental templates help individuals manage the vast amount of data they encounter by grouping related concepts together. These frameworks provide a context for understanding new experiences, making the storage and later recovery of information much more efficient. By providing a stable template for common situations, they act as a scaffolding that allows the brain to incorporate data into knowledge.

198. (D) The processes of storage and retrieval.
The essence of being able to remember lies in the ability to maintain information over time and then successfully recover it when needed. This requires that learned material is held in a stable mental format after the initial experience has ended. Without these sequential functions, the persistence of learning would be impossible, and every encounter would be treated as entirely new.

199. (C) Functional fixedness.
Problem-solving can be significantly hindered by the tendency to view objects only in terms of their intended or most common use. When someone cannot imagine using an everyday item like a shoelace to solve a mechanical problem, they are experiencing a specific type of mental block. Overcoming this rigidity is essential for creativity and finding unconventional solutions to various challenges.

200. (D) Rely too heavily on an initial piece of information.
Human judgment is often disproportionately influenced by the first value or data point encountered. This starting point acts as a mental

Click Here to Buy book on Amazon

146. (B) Retroactive inhibition.
This type of interference occurs when recently learned information makes it difficult to recall previously established knowledge. In this case, learning a new address creates a fresh memory trace that competes with and obstructs the ability to access the older one. This is a common phenomenon when we update our knowledge with new data similar to what we already knew.

147. (C) Inhibited Thinking.
Psychology identifies several modes of thought, including those aimed at solving real-world problems, those involving personal fantasies, and those focused on generating original ideas. These are all active ways the mind processes information. Inhibition, however, is a process of suppression or interference, often cited as a cause of forgetting rather than being a distinct category of the thinking process.

148. (D) The common attributes shared by members of a category.
Developing mental categories requires the ability to abstract essential features from a variety of different examples. By identifying what all members of a group have in common, an individual can create a general rule for membership. This process simplifies the world by allowing the person to treat new, similar instances as belonging to the same category, facilitating faster understanding.

149. (A) Both A and R are true and R is the correct explanation of A.
The way a choice is presented can significantly influence the final decision, even if the underlying facts remain the same. This phenomenon occurs because individuals often react differently to information depending on whether it emphasizes potential gains or potential losses. This deviation from formal logic demonstrates how human judgment is subject to cognitive shortcuts and biases in everyday decision-making processes.

150. (B) Deep processing and rehearsal.
Moving information from a temporary workspace to permanent storage requires more than just passive exposure. To create a durable long-term memory, individuals must actively engage with the material, often by making it meaningful or connecting it to what they already know. This effortful processing strengthens the memory trace and creates the complex retrieval cues necessary for successful recovery in the future.

151. (C) Persisting with a strategy that has repeatedly failed.
Effective goal achievement requires cognitive flexibility and the ability to adapt when a particular approach is not working. Continuing to use an unsuccessful method is a sign of mental rigidity that prevents the discovery of more viable alternatives. In contrast, techniques like breaking a problem into parts or using analogies are all proven strategies that can help navigate complex obstacles.

152. (D) Thinking
This comprehensive term describes the internal mental work involved in processing, understanding, and communicating information. It encompasses a wide range of activities, from reasoning and imagining to solving problems and making decisions. By organizing internal symbols and concepts, the mind can navigate abstract challenges and plan for the future. This active manipulation of mental representations is a central feature.

153. (C) functional fixedness.
A major cognitive obstacle occurs when an individual can only see an object in terms of its traditional or intended use. This rigid perspective prevents the discovery of creative solutions that require using tools in novel ways. Overcoming this barrier is essential for innovation, as it allows for a more flexible and imaginative approach to challenges by considering the physical properties.

NODIA

154. (D) Meta-cognition (or a lack of its effective use).
High-level cognitive control involves the ability to reflect on one's own learning and adjust strategies accordingly. When a student accepts a negative self-label and stops looking for better ways to study, they are failing to effectively monitor and regulate their own mental processes. This lack of self-reflective oversight prevents them from identifying specific areas where they need help.

155. (D) I, II and III
Interference theory explains forgetting through the competition between different memory traces. This conflict can happen forward in time,

where old information disrupts new learning, or backward, where new experiences hinder past recall. Both are fundamental mechanisms of memory failure. Recognizing these patterns helps in understanding how the timing of learning affects the stability and accessibility of various information stored.

156. (B) Continues a behavior or endeavor as a result of previously invested resources.
This cognitive bias occurs when a person persists in a failing course of action because they have already spent time, money, or effort on it. Instead of making a rational choice based on future benefits and costs, the individual feels a need to justify past investments. This irrational persistence often leads to greater losses, illustrating how past commitments can distort current judgment.

157. (D) Learned through direct experience and has fuzzy boundaries.
Many mental categories are formed through everyday interaction with the world rather than through formal definitions. These concepts often lack a precise set of rules for membership and are instead based on typicality and personal prototypes. For example, the category of "fruit" or "game" may have clear central members but less certain boundaries, reflecting the complex nature of information.

158. (A) The representation and manipulation of abstract concepts.
While some thought is non-verbal, language provides the symbolic system necessary for the highest levels of human reasoning. It allows individuals to label, categorize, and organize complex ideas that are not physically present. By providing a structured framework for mental operations, language enables the sophisticated planning and problem-solving that characterize advanced cognitive functioning, significantly expanding the depth of human thought.

159. (C) Recognizing that you need to use a mnemonic to remember a long list of names.
Self-awareness regarding one's own memory involves judging the difficulty of a task and selecting appropriate strategies to handle it. When a person realizes that a simple effort to remember will be insufficient and consciously decides to use a specific technique, they are demonstrating high-level monitoring and regulation. This reflective approach is more effective for long-term retention than simple memorization attempts.

160. (B) P-2, Q-3, R-1, S-4
Human judgment is subject to various systematic errors that can be identified through common behaviors. Relying on the first piece of information provided, only reading sources that agree with one's views, or believing that an outcome was predictable all illustrate specific cognitive shortcuts. Additionally, judging the likelihood of events based on vivid recent news is a common irrational miscalculation.

161. (A) Retrieval Failure Theory.
This perspective on forgetting suggests that information is not actually lost from long-term storage but simply cannot be accessed. The failure occurs because the specific stimulus needed to trigger the memory trace is missing or ineffective. This explains phenomena like the "tip-of-the-tongue" feeling, where the data is present in the mind but remains out of reach until the right association.

162. (D) Statement I is false, but Statement II is true.
Innovation is a multifaceted process that cannot be reduced to a single factor like intelligence. While a baseline level of cognitive ability is helpful, true creativity also requires a particular personality style, high levels of personal drive, and an environment that supports original ideas. This means that a person's willingness to take risks and their passion are vital in producing insights.

163. (C) Provide an organizational framework for new information.
Mental structures help individuals manage the constant influx of data by relating it to what they already know. These frameworks act as templates that guide how new experiences are interpreted and stored, making the processing of information much more efficient. By providing a context for understanding, they help the brain organize related concepts into a coherent whole, which is essential.

Downloaded from www.pdf.tube

164. (D) Convergent thinking.
Many intellectual tasks, especially those found in formal education and standardized testing, require a focused cognitive process. Instead of exploring a wide range of creative options, this mode of thought uses logic and established rules to systematically eliminate incorrect alternatives. The goal is to arrive at the one correct solution that fits all the given criteria, representing structured reasoning.

165. (C) Episodic, Semantic, Procedural.
Long-term storage is divided into specialized systems for different kinds of information. These include a record of personally experienced life events, a repository for general facts and world knowledge, and a system for physical skills and habits. Together, these components provide the full range of knowledge necessary for maintaining personal identity, communicating with others, and performing various complex everyday actions.

166. (B) Becoming aware of and correcting for one's cognitive biases.
Improving the quality of decision-making involves more than just gathering information; it requires a conscious effort to identify and mitigate the influence of irrational mental shortcuts. By learning about common systematic errors and actively checking one's own reasoning for these patterns, an individual can reach more objective and balanced conclusions. This self-reflective approach helps ensure choices are based on facts.

167. (D) Proactive inhibition.
This type of memory interference occurs when previously learned habits make it difficult to acquire or use new information. In this case, the well-established commands from an old operating system compete with and disrupt the ability to learn the new ones. This forward-acting effect is common when we update a familiar skill set, highlighting how past learning can hinder adaptation.

168. (A) Sensory Memory.
The human memory architecture begins with a very brief stage that holds a literal record of incoming environmental stimuli. This system acts as a buffer, allowing the brain a fraction of a second to decide which information is important enough to attend to and process further. If not selected for attention, this data fades almost instantly, representing the most fleeting stage.

169. (A) Both A and R are true and R is the correct explanation of A.
Effective learning is more than just the passive reception of information; it requires an active process of self-oversight. Higher-order thinking involves checking one's own level of understanding and changing study methods when they are not working. This ability to monitor and regulate mental performance is the essential core of being a self-directed and efficient learner who manages their progress.

170. (D) High levels of anxiety and stress.
Reaching goals is most effective when an individual can think clearly and flexibly. Factors like specialized knowledge, structured strategies, and allowing time for subconscious processing all support this. Conversely, intense emotional pressure tends to narrow focus and increase cognitive rigidity, making it harder to consider a variety of options or discover creative solutions. Maintaining manageable arousal is crucial for performance.

171. (C) Mental category.
Humans simplify the complexity of the world by grouping similar items, ideas, or events together based on shared characteristics. These internal units of knowledge allow us to apply general information to new specific instances, facilitating faster reasoning and communication. By organizing the environment into these manageable sets, the mind creates a structured framework for understanding and interacting with various diverse phenomena.

172. (B) I and II only
Reaching a goal involves a systematic mental journey from a current state through a set of operations to a desired outcome. This process can be approached using exhaustive procedures or faster, less certain mental shortcuts. However, not all challenges are well-defined; many real-world problems have ambiguous goals and unclear paths, requiring more flexible and creative strategies than simple tasks.

NODIA

system. Categorizing these activities helps clarify the diverse ways the mind manages data.

210. (A) Schema.
To process the vast amount of information encountered daily, the mind uses structured units of knowledge that represent situations, objects, or social roles. These templates guide expectations and help individuals make sense of new experiences by relating them to existing knowledge. While they facilitate rapid understanding, they can also lead to inaccuracies by prompting the mind to recall expected patterns.

211. (A) Both A and R are true and R is the correct explanation of A.
The specific vocabulary and grammatical rules of a language provide the categories through which people perceive and organize their reality. This linguistic relativity suggests that the structure of language makes certain ways of thinking more common or easier for its speakers. While not completely dictating all thought, language acts as a powerful framework that directs attention and influences mental concepts.

212. (B) All of the above.
Cognitive activity encompasses many different modes of processing information. These include focusing on immediate sensory input, forming mental categories, and using symbols to represent logical statements. By including perceptual, conceptual, and propositional activities, this definition reflects the complexity and multifaceted nature of human thought. Each of these types plays a specific role in how individuals reason and understand their diverse environments.

213. (C) Both positive and negative instances.
Learning to categorize information effectively requires understanding the boundaries of a group. By encountering items that belong to a category as well as those that do not, an individual can more easily identify the essential attributes that define the concept. This comparative approach clarifies the rules for membership and helps prevent overgeneralization, leading to a more refined mental representation.

214. (D) Strong emotional attachment to one outcome.
Optimal judgment typically requires an objective and balanced evaluation of all available options. Factors like considering consequences and seeking contradictory evidence help to ensure a rational choice. However, being deeply invested in a particular result can cloud judgment and lead to ignoring critical facts. This emotional pressure often overrides logical analysis, resulting in a biased and potentially suboptimal choice.

215. (A) Reducing the discrepancy between a current state and a desired goal state.
Goal-oriented mental activity is essentially a process of closing the gap between where a person is and where they want to be. This involves identifying the specific obstacles and then applying cognitive strategies to overcome them. It is a purposeful and dynamic activity that requires active manipulation of information and reasoning, representing the central intellectual work used for objectives.

216. (B) Semantic memory.
Humans possess a specific long-term storage system for facts and general world knowledge that is not tied to a particular time or place. This component of declarative memory includes understanding language, mathematical principles, and shared cultural information. It provides the stable base of knowledge necessary for communication and abstract reasoning, operating independently of the personal experiences stored separately.

217. (C) Organization and structure.
Retention is significantly enhanced when new information is arranged in a logical and systematic way. By creating frameworks like outlines, a learner clarifies the relationships between different concepts and builds a meaningful context. This approach not only makes initial storage more effective but also provides clear cues for later retrieval, proving memory performance improves by transforming random facts into wholes.

218. (D) I, II, and III.
Human judgment is subject to several well-documented systematic errors. People often favor information that confirms their existing views, rely on easily recalled examples to estimate

Click Here to Buy book on Amazon

182. (B) Algorithm.
Some challenges can be solved using an exhaustive, step-by-step method that considers every possible alternative. These strategies are highly reliable because they follow a strict logical path specifically designed to produce the correct answer for a certain type of problem. If steps are followed exactly, the correct outcome is certain, representing the most thorough and accurate approach for reaching solutions.

183. (A) Both Statement I and Statement II are true.
High-level cognitive activity encompasses both the awareness of how one thinks and the active management of those thoughts. This means that a person who is capable of planning their study schedule and checking their own level of understanding is demonstrating advanced self-regulation. By reflecting on their mental processes and adjusting their strategies, individuals can significantly improve their overall learning efficiency.

184. (D) Proactive inhibition.
This specific type of memory failure occurs when previously established knowledge makes it difficult to remember newer information. The older memory traces are so strong or similar to the new ones that they interfere with the retrieval process. This forward-acting effect explains why long-standing habits can sometimes be a barrier to learning and remembering fresh skills or data.

185. (C) Recognize how the presentation of options can influence choice.
Optimal judgment requires an awareness that the same information can lead to different decisions depending on how it is worded. People are often biased by a focus on potential losses versus potential gains. To reach a more rational conclusion, it is necessary to look past the surface presentation and evaluate the underlying facts objectively. This reflective practice helps minimize irrational shortcuts.

186. (B) It has fuzzy boundaries (e.g., is a penguin a typical bird?).
Many categories found in the real world do not have precise, unchanging definitions. Instead, they are based on common experience and the degree to which an object matches a central prototype. While some members are clearly representative, others may lack some typical features, making their classification more complex. This flexibility is a hallmark of natural categories encountered in everyday environments.

187. (D) Schemas.
To manage the vast amount of information encountered daily, the mind uses structured units of knowledge that represent situations, objects, or social roles. These templates guide expectations and help individuals make sense of new experiences by relating them to existing knowledge. While they facilitate rapid processing, they can also cause errors by prompting the mind to "fill in" missing details.

188. (A) Means-ends analysis.
A powerful strategy for reaching complex goals involves reducing the distance between the current situation and the desired outcome. This is done by identifying the primary differences and creating smaller, manageable sub-goals to address them one by one. By focusing on each step, an individual can navigate through a series of operations that gradually move them closer to the final objective.

189. (C) Around 7 +/- 2 items.
The human information-processing system includes a temporary workspace with very clear and significant limits. Research has shown that most people can only hold a few pieces of information in their immediate consciousness at once. While techniques like grouping items into larger units can help expand this range, the underlying structural capacity of this short-term system remains quite restricted.

190. (A) Both A and R are true and R is the correct explanation of A.
Mental frameworks help us organize knowledge, but they also contribute to the constructive nature of memory. When we recall an event, we often use our general expectations to fill in missing details that we didn't actually record. This means our memories can be influenced by what we think should have happened according to existing knowledge, sometimes leading to systematic errors.

Downloaded from www.pdf.tube

173. (C) Creative and divergent thinking.
Innovation often requires a departure from standard or habitual ways of addressing challenges. This phrase describes a mental process that explores many varied possibilities and looks for unconventional connections rather than following a single established path. By breaking away from traditional mental sets and exploring unique perspectives, an individual can discover original solutions that would be missed by rigid approaches.

174. (D) Proactive inhibition - New interferes with old.
Memory interference is defined by the direction of the disruptive effect. One type involves new experiences making it difficult to recall past information. The other type, which is often mislabeled in common errors, involves previously learned habits hindering the acquisition of new material. Correctly identifying these temporal directions is essential for understanding how different sets of information compete within the cognitive system.

175. (A) Elaborative rehearsal.
To move information from a temporary buffer into permanent storage, a person must do more than just repeat it. The most effective strategy involves actively connecting the new data to what they already know, creating a rich network of associations. This deeper engagement with the material results in more durable memory traces and better retrieval cues for future recovery.

176. (B) Overconfidence.
People frequently display a tendency to be more certain about their knowledge and judgments than is objectively justified. This systematic error involves an inflated sense of one's own accuracy, which can lead to poor decision-making and a failure to seek out necessary information. Recognizing this bias is important for improving choice quality, as it encourages a more realistic assessment.

177. (B) symbols and rules.
While some thought is non-verbal, complex and abstract reasoning relies heavily on a structured system of representation. Language offers the specific tokens used to label concepts and the syntactic guidelines for manipulating them. This internal framework allows individuals to organize their ideas, create logical arguments, and plan for the future in a sophisticated way that would be impossible without symbols.

178. (A) Memories are blocked by other memories.
This perspective on forgetting argues that information is not necessarily lost from the brain over time. Instead, the primary cause of failure is the competition between different memory traces. When two pieces of information are similar, they can overlap or obstruct each other during the retrieval process, making it difficult for the mind to recover the specific target data needed.

179. (C) Schema or concept.
Humans use mental units to represent categories of objects that share common properties. These internal models include typical features such as wings and feathers, providing a template for identifying and understanding new instances. By organizing information this way, the mind can quickly classify things in the environment and apply general knowledge to them, facilitating more efficient and rapid reasoning.

180. (D) Exposure to diverse experiences.
Innovation thrives when the mind has access to a wide range of information and perspectives. Encountering different cultures, ideas, and environments provides the varied building blocks necessary for making original and unconventional connections. This richness of input helps individuals move past standard mental sets and see problems from multiple viewpoints, which is the essential core of generating novel insights.

181. (A) P-3, Q-2, R-1, S-4
Human intellect involves several distinct but interrelated mental activities. These include the stages of recording and recovering information, the active manipulation of internal symbols, and the navigation of obstacles to reach a goal. Additionally, organizing the world into groups based on common properties is a fundamental function. Categorizing these processes helps clarify how the mind manages data and solves challenges.

NODIA

reference that people find difficult to move away from, even when it is irrelevant or misleading. This cognitive bias can lead to significant errors in estimation and decision-making, as the final conclusion remains biased toward the initial value.

201. (C) Meta-cognition.
High-level cognitive control involves the ability to observe and assess one's own mental activities. This self-reflective knowledge allows a person to check their level of understanding and adjust their study strategies when they are not working. By being aware of how they think and learn, individuals can take control of their own education, which improves overall learning efficiency.

202. (B) Interference theory.
This perspective suggests that forgetting is often a result of competition between different sets of learned material. When a new memory trace is similar to an older one, it can overlap or push the original data out of consciousness. This obstructive interaction highlights how the constant influx of new experiences can sometimes compromise the accessibility and stability of past knowledge.

203. (D) Conceptual bias
Reaching goals involves various cognitive strategies, such as following exhaustive procedures, using mental shortcuts, or attempting various options until one works. These are all established methods. In contrast, the term provided in the specific incorrect option refers to a systematic error in judgment or a predisposition that can hinder the process, rather than being a structured strategy for solutions.

204. (C) Statement I is true, but Statement II is false.
Forgetting is frequently explained through the conflict between different memory traces. This interference happens in two directions, but their specific definitions must be correctly identified. One involves old habits disrupting new learning, while the other involves fresh experiences making it harder to recall past learning. Mislabeling these directions is a common error that can lead to a misunderstanding of memory.

205. (C) A mental grouping of similar items.
Humans simplify the complexity of the world by creating categories for things that share common properties. This mental shorthand allows for efficient information processing, as individuals can apply general knowledge to new specific instances within a group. By organizing the environment into these manageable units, the mind facilitates reasoning, communication, and the overall understanding of various diverse phenomena.

206. (B) A non-judgmental environment.
Innovation requires a high degree of psychological safety, where individuals feel free to explore unconventional ideas without fear of harsh criticism. Settings that value experimentation and are open to new perspectives help individuals move past standard mental sets and see problems from multiple viewpoints. By providing a supportive atmosphere, an organization can foster the flexible thinking necessary for creativity.

207. (D) Meta-cognitive accuracy.
High-level cognitive control involves more than just thinking; it requires a realistic assessment of one's own level of learning. When a student relies on vague feelings rather than testing their knowledge, they are failing to effectively monitor their mental performance. This lack of self-reflective precision can lead to overconfidence and poor outcomes, as the individual may believe they are prepared.

208. (A) Capacity and duration of storage.
The stages of memory are characterized by how much they can hold and how long they can retain it. One system acts as a temporary buffer for information currently in use, lasting only a few seconds and holding a few items. The other serves as a permanent repository with a virtually unlimited storage potential and lifetime maintenance. These are the primary distinctions.

209. (B) P-2, Q-4, R-1, S-3
Understanding the mind involves various terms for mental work and information management. Cognitive activity includes the manipulation of symbols, while the retention of data over time is a separate function. Reaching a goal requires navigating obstacles, and the inability to access stored information represents a failure of the

Click Here to Buy book on Amazon

137. (B) Making impulsive choices.
High-quality judgment requires a deliberate process of gathering information, identifying alternatives, and being aware of potential biases. Decisions made without careful thought or evaluation of the consequences are more likely to be flawed or suboptimal. Effective choice-making involves resisting the urge to act quickly based on raw emotion, prioritizing instead a more rational and thorough analysis of the options.

138. (A) guarantees a solution; does not guarantee a solution.
Problem-solving strategies differ in their reliability and complexity. One type follows a rigid, step-by-step path that will always lead to the correct answer if executed properly. The other uses flexible mental shortcuts that are much faster but carry a significant risk of error. Choosing the appropriate method depends on the need for absolute accuracy versus the requirement for speed.

139. (A) I and II only
Mental frameworks are essential for organizing vast amounts of information quickly and efficiently. By providing templates for common situations, they help individuals make sense of the world. However, this simplification can also lead to overgeneralized beliefs about groups of people. Furthermore, these structures often operate subconsciously and can be quite resistant to change, even when presented with contradictory information.

140. (D) Motivated forgetting (repression).
Sometimes information is lost because the mind actively tries to protect itself from painful or distressing experiences. This process involves pushing unwanted memories into the unconscious to reduce anxiety. While other types of forgetting are caused by the passage of time or the interference of other memories, this specific phenomenon is driven by the emotional content and the internal psychological needs.

141. (C) A deliberate and conscious manipulation of mental representations.
Thought is characterized by the active reconfiguration of symbols, images, and concepts to achieve goals. It is a goal-directed activity that involves reasoning, imagining, and evaluating information. By consciously working with internal models of the world, humans can navigate complex challenges and plan for the future. This active mental work is what distinguishes thinking from the more passive processes.

142. (A) III, I, IV, II
Innovation is often described as a sequential process. It begins with a phase of active research and gathering information. This is followed by a period of subconscious processing where the problem is set aside. Then, a sudden breakthrough or realization occurs. Finally, the new idea is critically evaluated and refined to ensure it is both original and useful for the task.

143. (C) Planning and monitoring of a cognitive task.
High-level cognitive control involves the ability to oversee one's own mental activities. This includes deciding on a strategy before starting a task and checking on progress while performing it. By being aware of how they are thinking and adjusting their approach as needed, individuals can improve their learning outcomes and problem-solving efficiency, which is more effective than simply performing tasks.

NODIA

144. (D) Decay theory.
This perspective on memory loss suggests that the neural traces created by new information naturally weaken and disappear if they are not maintained through active rehearsal. In a limited-capacity system where information is only held for a few seconds, this fading process is rapid. The focus here is on the simple temporal decline of the memory trace itself, independent of any interference.

145. (A) P-2, Q-1, R-4, S-3
Understanding cognitive processes involves identifying practical examples of various concepts. Categories like "furniture" represent organized units of knowledge. Mental shortcuts allow for quick estimates, while general expectations about restaurant visits illustrate structured frameworks. Conversely, getting stuck in old strategies can hinder performance. Recognizing these patterns in everyday behavior helps clarify the theoretical models of how the human mind organizes information.

likelihood, and believe outcomes were obvious after they occurred. These mental shortcuts are a natural part of cognitive functioning and can significantly distort decision-making. Recognizing and accounting for these patterns is essential for rational choices.

219. (C) Meta-cognition.
This higher-order mental activity involves the awareness and management of one's own thought processes. It includes monitoring understanding, planning the approach to a task, and evaluating progress toward a goal. By reflecting on their own mental operations, individuals can improve their learning efficiency and adapt their strategies to meet specific demands, representing a central feature of self-regulated and effective behavior.

220. (D) Sensory Memory.
The human information-processing system begins with a very brief stage that holds a literal record of incoming environmental stimuli. This system acts as a buffer, allowing the brain a fraction of a second to decide which information is important enough to attend to and process further. If not selected, this data fades almost instantly, representing the most fleeting stage.

221. (C) mental set.
Cognitive flexibility can be limited by the tendency to repeat approaches that were effective in previous situations. When a person approaches a new challenge with a fixed way of thinking, they may ignore more appropriate or innovative methods. This habitual response acts as a mental block that prevents the discovery of better solutions, illustrating how past successes can hinder adaptive behavior.

222. (B) Thinking.
This broad term encompasses all the mental work involved in processing, understanding, and manipulating information. It is a goal-directed activity that allows the mind to navigate abstract challenges, plan for the future, and choose between alternatives. By reconfiguring internal symbols and concepts, individuals can engage in complex reasoning, representing a central and multifaceted feature of human intelligence and adaptive behavior.

223. (A) Both Statement I and Statement II are true.
Memory failure can occur at several different stages, including how information is recorded, maintained, or recovered. Many common types of forgetting are not due to permanent loss of data but rather to the inability to access it. This often happens because of competition between different memory traces, where similar information learned at different times obstructs the retrieval process.

224. (D) Creative thinking.
Innovation is defined by two essential criteria. First, the result must be original and show a departure from standard or conventional patterns. Second, it must be appropriate or relevant to the specific problem at hand. Producing ideas that are inventive and effective requires a flexible mental approach and the ability to make unconventional connections. This mental work drives significant breakthroughs.

225. (A) Be aware of and attempt to mitigate cognitive biases.
Optimal judgment requires more than just gathering facts; it involves a conscious effort to identify and correct for irrational mental shortcuts. By learning about common systematic errors and actively checking one's own reasoning for these patterns, an individual can reach more objective and balanced conclusions. This self-reflective practice helps ensure choices are based on sound logic rather than subconscious pressures.

226. (B) The strategies and procedures used to find a solution.
Reaching goals involves various structured approaches that guide the mental journey from a current state to a desired outcome. These include following exhaustive step-by-step rules, using faster mental shortcuts, or testing various options until one works. By understanding and applying these specific techniques, a problem-solver can navigate obstacles more effectively and increase their likelihood of success in diverse challenges.

227. (C) Natural concept.
Many mental categories are formed through everyday experience rather than through precise definitions. These concepts often lack a strict set of rules for membership and instead have

Downloaded from www.pdf.tube

299. (D) A system of symbols for representation and manipulation.
While some thought is non-verbal, complex and abstract reasoning relies heavily on a structured method of representation. Language offers specific tokens used to label concepts and the syntactic guidelines for reconfiguring them. This internal framework allows individuals to organize ideas, create logical arguments, and plan for the future in a sophisticated way that would be impossible without such a symbolic system.

300. (B) Retroactive inhibition.
This specific type of memory failure occurs when recently learned information makes it difficult to recover previously established knowledge. In this case, learning a new phone number creates a fresh memory trace that competes with and obstructs the ability to access the older one. This is a common phenomenon when we update information with new data similar to what we knew previously.

www.nodia.in

NODIA

elements. A person's personal drive to learn, the inherent difficulty of the features they are trying to group, and the quality of the feedback they receive all play a significant role. By accounting for the internal state and the information, this view reflects how individuals organize environments.

237. (C) Retrieval.
The final and essential stage of the memory process involves recovering stored data so that it can be used for a current task. This activity brings information back into immediate awareness, allowing the individual to apply past learning to present situations. The success of this process often depends on appropriate cues that trigger the memory trace, proving that forgetting is often access-related.

238. (A) Both A and R are true and R is the correct explanation of A.
Problem-solving can be significantly hindered by the tendency to view objects only in terms of their intended or traditional roles. This rigid perspective acts as a mental block that prevents the discovery of creative solutions requiring the use of tools in novel ways. Overcoming this barrier is essential for innovation, as it allows for a more flexible approach considering physical properties.

239. (C) Elaborative rehearsal.
Effective learning goes beyond simple repetition by making the information meaningful. The best strategy involves actively connecting new data to existing knowledge, creating a rich network of associations. This deeper engagement results in more durable memory traces and better retrieval cues, ensuring information is not only stored in long-term memory but also easily recovered later. This improves performance significantly.

240. (D) Procedural memory.
Long-term storage includes a specialized system for physical actions and ingrained behaviors that are performed automatically. This type of knowledge is built through extensive practice and is often difficult to explain in words, even though it can be performed with high accuracy. Unlike remembering facts, these non-declarative memories allow individuals to carry out complex tasks smoothly and efficiently without deliberation.

241. (D) I, II and III
Human intellect is understood through several key models and terms. Knowledge is organized as a web of related ideas, while higher-order awareness allows for monitoring one's own thought processes. Additionally, structured frameworks provide templates for organizing and interpreting information efficiently. Categorizing these elements helps clarify how the mind manages data, oversees mental activities, and builds a coherent understanding.

242. (B) Heuristic or schema that may be biased.
Human judgment often relies on mental shortcuts and frameworks that simplify social information. While these tools allow for rapid processing, they can lead to systematic errors when based on overgeneralized beliefs about groups. These predispositions can distort how new data is perceived and remembered, resulting in biased choices that do not account for individual differences or objective facts.

243. (C) Its structure, including the initial state, goal state, and obstacles.
Reaching a goal requires understanding the specific components of the challenge at hand. This includes identifying where you are starting, where you want to go, and the specific difficulties that lie in between. By defining these structural elements, a problem-solver can better select and apply the cognitive strategies necessary to bridge the gap and achieve success in various complex obstacles.

244. (D) Thought is impossible without language.
While symbols and grammatical rules significantly enhance the ability to engage in complex and abstract reasoning, they are not the only way the mind functions. Humans are capable of non-verbal forms of thought, such as mental imagery and intuitive problem-solving. Language acts as a powerful enhancer and framework, but it is not a prerequisite for all mental processing.

245. (A) Decay theory.
This perspective on forgetting suggests that the neural connections formed during learning

Click Here to Buy book on Amazon

gradually weaken and disappear over time if they are not used. The focus here is on the simple temporal decline of the memory trace itself, independent of any interference. If the data is not accessed or rehearsed, it will eventually fade away, representing the natural loss of information.

246. (D) Sensory memory.
Human memory is divided into systems with very different temporal characteristics. Declarative systems handle facts and personal events, while non-declarative systems manage physical skills; these can hold information for a lifetime. In contrast, the immediate recording of environmental stimuli is a very brief stage lasting only a fraction of a second. This sensory buffer is a separate preceding system.

247. (C) Continue to invest in a failing project because of past investment.
This cognitive bias occurs when a person persists in a failing course of action because they have already spent significant resources on it. Instead of making a rational choice based on future benefits and costs, the individual feels a need to justify past efforts. This irrational persistence often leads to greater losses, illustrating how past commitments can distort current judgment and decisions.

248. (D) Associating items with a sequence of familiar locations.
Retention can be significantly improved by using spatial visualization to organize information. This ancient mnemonic technique involves mentally placing items to be remembered along a well-known path, such as through one's own house. During retrieval, the person mentally "walks" through the locations to find the items. Strong spatial cues transform random lists into structured and easily accessible mental journeys.

249. (A) Direction of the interfering effect.
Memory interference is categorized by whether the conflicting information was learned before or after the target material. One type involves previously established knowledge disrupting new data acquisition, while the other involves fresh experiences making it harder to recall what was learned in the past. Identifying these temporal directions is essential for understanding how different sets of information compete and influence accessibility.

250. (B) Meta-memory.
This concept describes the specialized self-awareness individuals have regarding their own memory functions. It includes knowing which types of information are easier to remember, judging one's own level of learning, and selecting appropriate strategies for retrieval. By reflecting on their storage and recovery processes, individuals can improve learning efficiency and adapt their efforts to meet specific demands of complex tasks.

251. (A) Both Statement I and Statement II are true.
Mental strategies vary in their reliability and speed. One approach uses flexible shortcuts that allow for quick judgments in complex situations, though they are prone to error. Another approach follows an exhaustive, step-by-step path that will always lead to the right answer if executed correctly. Choosing between them depends on whether a person needs absolute accuracy or a fast way to handle challenges.

NODIA

252. (D) The number and variety of examples one is exposed to.
Developing an accurate mental category depends on seeing a wide range of instances that belong to the group and others that do not. These diverse encounters help the mind identify the essential features that define the concept while clarifying its boundaries. The more varied the experiences, the more refined and useful the resulting concept becomes for future reasoning and classification tasks.

253. (C) The mental manipulation of symbols representing information.
Cognitive activity involves more than just perceiving the world; it requires the internal use of tokens, images, and concepts that stand for objects or ideas. By reconfiguring these internal models, the mind can reason about abstract concepts, plan for the future, and solve problems without needing to interact directly with the physical environment. This manipulation is the core of human intelligence.

254. (D) A high degree of conformity.
Innovation requires the ability to look at problems from new perspectives and break away from standard or conventional patterns. When an individual feels a strong pressure to fit in or follow established rules, they are less likely to explore unconventional ideas or take risks. A focus on matching social norms acts as a cognitive barrier that stifles flexible and adventurous thinking.

255. (A) Confirmation bias.
People naturally display a strong tendency to look for and give more weight to evidence that aligns with their current beliefs. At the same time, they may ignore or downplay information that challenges those views. This systematic error in judgment can lead to a reinforced and one-sided perspective, making it difficult to objectively evaluate new data or change one's mind.

256. (B) How to solve a Rubik's Cube.
Some challenges have clear starting points, specific rules for behavior, and a single, recognizable goal state. Because all the necessary components and the final objective are explicitly stated, these are categorized as well-defined. In contrast, many real-world problems involve ambiguous goals and no clear set of steps to achieve them, requiring more flexible and creative strategies than structured logical operations.

257. (C) Source amnesia.
Sometimes information is successfully stored in long-term memory, but the context in which it was learned is lost. An individual may recall a specific fact but be unable to remember who told them or where they read it. This phenomenon highlights how memory content and its origin can be processed independently, leading to errors where people misattribute information to wrong sources.

258. (D) A detailed transcript of every lecture ever heard.
Mental frameworks are designed to organize general knowledge and common expectations about situations, rather than to store every specific detail of every individual experience. They provide a template of typical features, which helps individuals process information quickly. Because they simplify reality to make it manageable, they do not include the exhaustive and literal record of every past event encountered.

259. (A) Identify and evaluate the potential consequences of different choices.
High-quality judgment typically requires a deliberate and analytical approach. This involves identifying potential alternatives and weighing their outcomes against established goals or standards. By using a structured method to compare options, an individual can minimize impulsive emotions and cognitive biases, leading to more rational and successful outcomes that account for various possibilities and their long-term effects in complex situations.

260. (B) Encoding, storage, and retrieval.
The memory system is defined by three essential and sequential activities. First, incoming sensory information is converted into a representational code the brain can process. Second, this information is maintained in a stable format over a period of time. Finally, the stored data is recovered and brought back into consciousness when needed. This framework is the standard model used for understanding memory.

261. (A) Understanding the initial state, goal state, and permissible operations.
Reaching a successful solution requires a clear understanding of all the components of a challenge. This includes identifying where you are starting, where you want to go, and the specific rules or actions allowed. By defining this structure, a problem-solver can better select and apply cognitive strategies necessary to bridge the gap and achieve success, which is more effective than planning.

262. (A) P-4, Q-2, R-1, S-3
Different aspects of human memory are specialized for various diverse kinds of information. These include general world facts, personally experienced life events, and physical skills or habits. Additionally, a temporary workspace holds data for immediate use. Categorizing these systems helps in understanding the complex dynamics of how we store, maintain, and recover different sets of information over long periods of time.

NODIA

281. (B) Difficulty remembering an old address after you have learned your new one well.
This specific type of memory failure occurs when recently learned information makes it difficult to recover previously established knowledge. The fresh memory trace for the new address competes with and obstructs the ability to access the older one. This backward-acting effect is common when we update information with similar data, highlighting how new experiences can compromise the stability of memories.

282. (D) Memory capacity for digits.
Innovation is influenced by a range of cognitive and personal factors, such as openness to new experiences, the quality of the environment, and a broad base of knowledge. However, the simple ability to hold a short list of random numbers in mind is a very low-level cognitive skill that does not significantly contribute to the generation of novel insights.

283. (C) The way a problem is presented can influence the choice.
The wording used to describe a challenge can significantly impact final judgment, even if underlying facts remain unchanged. People often react differently depending on whether a situation is described in terms of potential gains or losses. This phenomenon demonstrates how human choice is subject to cognitive shortcuts and biases, highlighting non-rational elements that play a role in everyday decision-making processes.

284. (D) Trial and error.
When a person lacks specific expertise or an established strategy, they may attempt to solve it by testing various options until one happens to work. This method is often inefficient and time-consuming, involving no specific mental direction. However, it can eventually lead to a successful outcome through elimination and is a common approach when dealing with unfamiliar or simple obstacles.

285. (A) "Bird" is stored closer to "canary" in the semantic network.
Models of how we store meaning suggest that knowledge is organized into a web of related concepts. Ideas that are more closely linked or have more direct associations are accessed faster than those that are further apart. Because "bird" is a more immediate category for "canary" than "animal," the connection between them is stronger and can be retrieved more quickly.

286. (B) Meta-cognition.
This higher-order mental activity involves the awareness and management of one's own thought processes. It includes monitoring understanding, planning the approach to a task, and evaluating progress toward a goal. By reflecting on their own mental operations, individuals can improve learning efficiency and adapt strategies to meet specific demands of complex cognitive challenges, representing a central feature of self-regulated intellectual behavior.

287. (C) It is thought to have a virtually unlimited capacity.
The human information-processing system includes a permanent storage area that is remarkably vast and durable. Unlike immediate sensory buffers or limited-capacity temporary workspaces, this system can potentially hold an immense amount of knowledge and personal history for a lifetime. This ability to maintain stable information over long periods allows for cumulative learning and the development of specialized expertise throughout life.

288. (D) Decay Theory.
This perspective on memory loss suggests that neural traces created during learning gradually weaken and disappear if they are not maintained through active rehearsal or frequent use. The focus here is on the simple temporal decline of the memory trace itself, independent of interference. If data is not accessed, it will eventually fade away, representing the natural loss of information.

289. (A) Prior learning interferes with new learning.
This specific type of memory failure occurs when previously established knowledge or habits make it difficult to acquire and remember newer information. The older memory traces are so strong or similar to the new ones that they interfere with the initial recording or subsequent recovery. This forward-acting effect explains why long-standing habits can act as a barrier to new adaptations.

Downloaded from www.pdf.tube

errors. These distortions occur when subjective preferences or cognitive limitations override objective logic. Recognizing these patterns is crucial for improving choice accuracy, as it allows individuals to account for the subconscious influences that pull reasoning away from factual or optimal rational conclusions in diverse everyday situations.

273. (C) Insight.
Solutions to difficult challenges do not always arrive through gradual progress or a series of logical steps. Sometimes, after a period of struggling, the answer appears in a sudden flash of clarity. This experience involves a fundamental restructuring of the problem's elements, leading to a new perspective that makes the solution immediately obvious. This realization is a key part of the creative process.

274. (D) allows for efficient processing; can create distortions.
Mental templates help individuals manage the vast amount of data they encounter by providing a structured context for understanding. This makes the processing of new information much faster and more organized. However, these frameworks can also lead to inaccuracies by prompting the mind to fill in missing details with information that fits the expected pattern rather than what actually happened.

275. (A) Meta-cognition.
High-level cognitive control involves the ability to observe and assess one's own mental performance. This includes checking whether a concept has been truly understood during the learning process. By identifying gaps in knowledge, an individual can adjust their study strategies or seek further clarification, which is more effective than simply performing tasks. This active management is essential for efficient and successful learning.

276. (A) Capacity.
The human information-processing system includes stages with very different limits on how much data they can hold. One system acts as a temporary buffer with a highly restricted workspace for immediate use. The other serves as a permanent repository with a virtually unlimited storage potential. These clear structural boundaries are the primary way researchers distinguish between memory stages and their roles.

277. (C) Prototype-based concept formation.
Developing mental categories often involves seeing many different examples and extracting their most representative characteristics. This allows the mind to form a central mental image or "standard" member of the group. New objects are then classified by comparing them to this central member. This flexible approach is common for natural categories, facilitating faster reasoning and communication in diverse everyday environments.

NODIA

278. (D) Be aware of common biases and actively work against them.
Reaching high-quality conclusions requires more than just gathering information; it involves a conscious effort to identify and correct for irrational mental shortcuts. By learning about common systematic errors and actively checking one's own reasoning for these patterns, an individual can reach more objective results. This self-reflective approach helps ensure choices are based on logic rather than subconscious or emotional pressures.

279. (C) Semantic.
Long-term storage includes specialized systems for different kinds of information. One specific component is dedicated to storing facts, concepts, and general knowledge about the world not tied to personal life events. This repository provides the stable base necessary for language understanding and reasoning. It is a fundamental part of declarative memory, distinct from systems for physical skills or events.

280. (A) Both Statement I and Statement II are true.
Communication relies on a structured system of symbols that can represent objects and abstract ideas. Thought is the mental manipulation of these internal symbols to reason, imagine, and solve problems. While these two processes are distinct, they are deeply interconnected, as language provides the symbolic framework that significantly enhances the complexity and depth of diverse human cognitive activities.

263. (C) Proactive inhibition.
This specific type of memory failure occurs when previously established knowledge makes it difficult to remember newer information. The older memory trace is so strong or similar to the new one that it interferes with the retrieval process. This forward-acting effect explains why long-standing habits can sometimes be a barrier to learning and remembering fresh data in various diverse situations.

264. (A) I and II only
Mental strategies for reaching solutions vary in their speed and reliability. One approach follows an exhaustive, step-by-step path that will always lead to the correct answer if executed properly. The other uses faster mental shortcuts that are more efficient for everyday choices but carry a significant risk of error. Choosing the method depends on accuracy needs versus speed requirements.

265. (A) An abstract concept.
Many mental categories do not refer to physical objects that can be directly perceived. Instead, they represent complex ideas like fairness or freedom defined through social or philosophical principles. These units of thought are essential for high-level reasoning and communication. Because they lack simple physical prototypes, their formation relies heavily on language and the ability to manipulate symbolic information.

266. (A) Both A and R are true and R is the correct explanation of A.
High-level cognitive control involves the ability to reflect on and assess one's own mental performance. A student who can accurately judge their own level of learning is better equipped to manage study time and select the most effective techniques for remembering. This self-reflective knowledge is critical for successful education, as it allows individuals to take control of intellectual progress.

267. (C) Convergent thinking.
Many intellectual tasks, particularly those found in formal testing and problem-solving contexts, require focusing on a single correct answer. This mode of thought involves using logic and established rules to narrow down various possibilities until only the correct one remains. It is characterized by precision and structure, making it the most appropriate cognitive approach for challenges with definite answers.

268. (D) All of the above.
Innovation is a multifaceted process that relies on several diverse cognitive and personal elements. A broad base of knowledge provides the building blocks for new ideas, while an imaginative style and willingness to take risks allow for original connections. By combining intellectual ability with personal drive, an individual can more effectively move past standard mental sets and discover valuable solutions.

269. (C) The role of language in thinking.
The study of how our symbolic systems shape our mental world is a central part of cognitive psychology. It explores how the specific words and structures of a language provide categories for organizing and interpreting reality. This relationship suggests our linguistic framework acts as a powerful enhancer influencing what we notice and how we conceptualize diverse aspects of our environment.

270. (B) episodic
This specific memory system is responsible for storing detailed records of events that have happened to an individual, including the personal context of when and where they occurred. These recollections are a fundamental part of our personal history and identity, allowing us to travel back in time mentally. They differ from general knowledge because they are tied to specific life points.

271. (D) Retroactive interference.
This type of memory failure occurs when recently learned information makes it difficult to recover previously established knowledge. The fresh memory trace competes with and obstructs the ability to access the older one. This is a common phenomenon when we update information with new data similar to what we knew, highlighting how new experiences can compromise the accessibility of past memories.

272. (B) A systematic pattern of deviation from norm or rationality in judgment.
Human judgment often relies on mental shortcuts that, while efficient, can lead to predictable

Click Here to Buy book on Amazon

290. (B) Interference.
While techniques like spreading study sessions, creating meaningful associations, and using systematic retrieval cues are well-documented to enhance retention, some factors actually hinder the process. The competition between different memory traces is a major cause of forgetting rather than a method for improvement. It obstructs the ability to access stored information, representing a significant hurdle to effective learning and storage.

291. (C) Divergent thinking.
Testing for creativity often involves asking for many varied and original uses for a common object. This task requires the mind to move away from the standard function and explore many different and unconventional possibilities. This outward-moving mental process is the opposite of seeking a single established answer. It is a key indicator of cognitive flexibility and ability to generate ideas.

292. (D) Artificial concept.
Some mental categories are defined by a precise and unchanging set of criteria, such as the mathematical properties of a geometric shape. Unlike natural categories which often have flexible boundaries, these units of thought follow strict logical rules for membership. This clarity makes them useful for scientific and formal logical reasoning, as there is no doubt about category membership.

293. (A) Overconfidence.
People frequently display a tendency to be more certain about their knowledge and judgments than is objectively justified by facts. This systematic error involves an inflated sense of one's own accuracy, which can lead to poor decision-making and a failure to seek necessary contradictory information. Recognizing this bias is important for improving choice quality, as it encourages a more realistic assessment.

294. (B) There is a discrepancy between a present state and a desired goal.
A challenge is defined by the existence of an obstacle between an individual's current situation and their intended outcome. If the solution were obvious or the goal irrelevant, no active mental effort would be required. This gap necessitates the use of cognitive strategies and reasoning to navigate difficulties. This purposeful activity is the central intellectual work used for diverse complex obstacles.

295. (C) Short-term memory.
The human information-processing system includes a temporary workspace with very clear and significant limits. Because its capacity is so restricted and its duration is only a few seconds without rehearsal, information can be easily lost or displaced by new incoming data. While long-term storage is much more durable, this immediate buffer is highly susceptible to the rapid fading of contents.

NODIA

296. (D) Represents knowledge about a concept or stimulus.
The mind uses organized clusters of information to manage the vast amount of data it encounters daily. These internal frameworks provide templates for common situations or objects, helping individuals interpret and organize new experiences efficiently. By providing a stable context, they allow the brain to incorporate fresh information into existing knowledge meaningfully, although they can sometimes lead to pattern-based errors.

297. (A) Algorithm.
Certain challenges can be solved using an exhaustive, step-by-step method that will always lead to the correct answer if followed properly. These procedures are highly reliable because they follow a strict logical path designed for a specific problem type. While often slower than shortcuts, they provide a guaranteed result, representing the most thorough and accurate approach for reaching structured goals.

298. (C) Meta-cognition.
High-level cognitive control involves the ability to reflect on one's own learning and select the most effective ways to achieve a goal. By thinking about which study techniques will work best for specific material, an individual is demonstrating advanced self-regulation. This active management is essential for efficient learning and academic success, as it allows people to take control of their intellectual progress.

ambiguous or "fuzzy" boundaries based on typicality. Because real-world items like tomatoes do not always fit neatly into fixed groups in everyday thinking, people rely on flexible categories reflecting complexity.

228. (D) Meta-Memory.
The standard model of how humans manage information is defined by three structural stages: immediate sensory buffers, a temporary short-term workspace, and a permanent long-term store. These stages describe the flow of data through the system. Knowledge about one's own memory, however, is a higher-order cognitive function that monitors and regulates these stages, rather than being a core architectural component.

229. (A) P-4, Q-2, R-1, S-3
Navigating challenges can be hindered by several distinct cognitive patterns. These include repeating failing strategies, seeing objects only in traditional ways, or focusing on information that merely confirms existing views. Additionally, irrelevant details can act as a distraction. Identifying these specific barriers is essential for developing more flexible and effective problem-solving skills, as it allows individuals to recognize rigid thinking.

230. (B) Semantic
Humans possess a specific long-term storage system for facts and concepts that are not tied to a particular time or place. This component of declarative memory includes understanding language, mathematical principles, and shared world information. It provides the stable base of knowledge necessary for communication and abstract reasoning, operating independently of the personal life events stored in episodic memory.

231. (C) The process by which one memory trace impedes another.
Forgetting is often explained through the competition between different sets of learned information. This conflict can happen when older habits disrupt new learning or when fresh experiences make it harder to recall what was learned previously. These inhibitory interactions represent a major cause of memory failure, as the presence of similar information obstructs the recovery of specific target data.

232. (D) Goal-directed and involves manipulation of information.
Thought is characterized by the active reconfiguration of symbols, images, and concepts to achieve specific outcomes. It is a purposeful mental activity that goes beyond the passive reception of sensory data, involving reasoning, imagining, and evaluating possibilities. By consciously working with internal models of the world, humans can navigate complex challenges and plan for the future, representing advanced intelligence.

233. (C) Belief perseverance.
This cognitive bias involves maintaining a specific viewpoint even when presented with clear evidence that contradicts it. Individuals often find it difficult to adjust their worldviews, preferring instead to ignore or reinterpret new data to fit their existing beliefs. This resistance to change can significantly distort judgment and prevent rational decision-making, as it prioritizes consistency over objective truth and facts.

234. (D) Maintenance rehearsal.
Short-term storage is very brief, so active effort is needed to keep information accessible in the immediate workspace. Simply repeating the data over and over helps to prevent it from fading away. While this approach is effective for keeping information available for a few extra seconds, it is generally less effective for long-term retention than complex strategies involving meaningful connections.

235. (A) Divergent and convergent thinking.
Innovation requires both the ability to explore many varied possibilities and the ability to narrow those options down to the most effective solution. The process begins with broad, outward-moving thought that generates original ideas. This is followed by logical and structured reasoning to evaluate those ideas and find the single best answer. Achieving balance is essential for valuable insights.

236. (B) All of the above.
Developing mental categories is a complex cognitive process influenced by many different

Downloaded from www.pdf.tube

CHAPTER 04

Intelligence Creativity and Educational Psychology

1. Which of the following best defines the concept of 'intelligence' in a psychological context?
(A) The achievement of high scores on standardized academic tests.
(B) The capacity to acquire and apply various skills and knowledge.
(C) The rapid speed at which an individual solves math problems.
(D) The total amount of factual information a person has memorized.

2. Identify the statement that is INCORRECT regarding the nature of intelligence.
(A) Intelligence is a monolithic ability that remains fixed over a lifetime.
(B) Intelligence involves the capacity to reason and think abstractly.
(C) Cultural context can influence the expression of intellectual ability.
(D) It includes the capacity to learn from experience and adapt to novelty.

3. In the context of intelligence measurement, what was the primary purpose of the original Binet-Simon scale?
(A) To identify gifted children for advanced educational programs.
(B) To select army recruits for specialized roles during World War I.
(C) To identify children who needed special educational assistance.
(D) To provide a comprehensive profile of an adult's cognitive abilities.

4. Read the following statements and select the correct option.
Statement I: The Wechsler scales provide a single score, the Intelligence Quotient (IQ), to represent an individual's overall intellectual ability.
Statement II: In addition to a Full Scale IQ, Wechsler scales also yield separate scores for verbal and performance abilities.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

5. Which intelligence test is specifically designed to be non-verbal and minimize cultural and linguistic biases?
(A) Binet Test
(B) Wechsler Adult Intelligence Scale (WAIS)
(C) Raven's Progressive Matrices
(D) Stanford-Binet Intelligence Scale

6. A psychologist administers a test where a child has to complete a visual pattern by choosing the missing piece from a set of options. This task is characteristic of which intelligence test?
(A) A verbal subtest of the Wechsler scale
(B) Raven's Progressive Matrices
(C) The Binet test's vocabulary section
(D) A specific aptitude test for clerical skills

7. According to Spearman's two-factor theory of intelligence, what does the 's' factor represent?
(A) A general intellectual capacity underlying all tasks.
(B) The speed of neural processing during cognitive tests.
(C) A social intelligence factor for interpersonal skills.
(D) Specific abilities required for particular tasks.

8. Consider the following statements about theories of intelligence:
1. Spearman's theory proposes a single general intelligence factor.
2. Thurstone's theory identifies multiple primary mental abilities.

NODIA

(B) Focus exclusively on content delivery without student assessment.
(C) Believe that intelligence is fixed and cannot be developed further.
(D) Recognize that students' learning is influenced by development.

28. Consider the following statements regarding the contribution of psychology in education:
1. It helps in formulating learning objectives based on student capabilities.
2. It provides scientific methods for assessing student performance.
3. It offers insights into classroom management and student motivation.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

29. Which of the following is the most accurate description of a "learning process in the classroom"?
(A) A one-way transmission of facts from the teacher to the students.
(B) The process by which students passively absorb information.
(C) An interactive process using engagement to construct knowledge.
(D) The completion of homework assignments and class projects.

30. The concept of 'teacher effectiveness' is best measured by:
(A) The teacher's years of experience and qualifications.
(B) The teacher's popularity among students.
(C) The amount of content covered by the teacher in a semester.
(D) The measurable impact on student learning and development.

31. Which of the following theories is NOT considered a behavioristic theory?
(A) Cattell's Theory of Intelligence
(B) Classical Conditioning
(C) Operant Conditioning
(D) Social Learning Theory

32. Social learning theory, as proposed by Bandura, emphasizes the importance of:
(A) Unconscious drives and conflicts.
(B) Observation, imitation, and modeling.
(C) Innate biological predispositions.
(D) Trial-and-error learning without social context.

33. A child learns to be polite by watching their parents interact politely with others. This is a classic example of which concept from social learning theory?
(A) Reinforcement
(B) Observational learning
(C) Punishment
(D) Classical conditioning

34. A key feature that distinguishes social learning theory from earlier behavioristic theories is its inclusion of:
(A) Cognitive processes like attention and memory.
(B) The concept of reinforcement.
(C) The role of environmental stimuli.
(D) The idea that behavior is learned.

35. Match List I with List II and select the correct answer using the codes given below.
List I: (Method Type)
P. Teacher-centered
Q. Student-centered
R. Teacher-centered
S. Student-centered
List II: (Specific Method)
1. Project-based learning
2. Lecture method
3. Inquiry-based learning
4. Direct instruction
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-2, Q-3, R-1, S-4
(D) P-4, Q-1, R-3, S-2

36. Which of the following is a primary characteristic of a teacher-centered method?
(A) Students work collaboratively to solve problems.
(B) The teacher acts as a facilitator of learning.
(C) Learning activities are based on student inquiries.
(D) Knowledge is transmitted directly from

Click Here to Buy book on Amazon

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

characteristics.
(D) Emotional intelligence and interpersonal relationship skills.

18. What is a key characteristic of a multi-aptitude battery?
(A) It provides a profile of abilities across various aptitude domains.
(B) It measures a single, specific aptitude area in great depth.
(C) It is designed to evaluate only verbal and numerical aptitudes.
(D) It focuses on assessing past academic achievement rather than potential.

19. A test designed to predict a person's success in becoming a pilot, measuring abilities like spatial orientation and hand-eye coordination, would be classified as a:
(A) General intelligence test
(B) Personality inventory
(C) Specific aptitude test
(D) Multi-aptitude battery

20. Which of the following is considered a core aspect of creativity?
(A) Convergent thinking
(B) Rote memorization
(C) Adherence to established rules
(D) Divergent thinking

21. A teacher asks students to list as many unusual uses for a brick as they can. This task is primarily designed to assess which aspect of creativity?
(A) Elaboration
(B) Originality
(C) Fluency
(D) Flexibility

22. Read the following statements and select the correct option.
Statement I: Creativity is the ability to produce work that is both novel and appropriate.
Statement II: Intelligence tests, like the Wechsler scales, are the most effective tools for measuring an individual's creative potential.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

23. The nature of educational psychology is best described as:
(A) Purely theoretical and philosophical.
(B) An applied science using psychological principles in education.
(C) A branch of sociology focused strictly on school systems.
(D) A field concerned only with abnormal behavior in students.

24. Which of the following falls outside the typical scope of educational psychology?
(A) Prescribing pharmacological treatments for learning disabilities.
(B) Understanding the cognitive development of learners.
(C) Designing effective instructional strategies.
(D) Studying the impact of social factors on learning.

25. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Educational Psychology provides a framework for understanding the learner and the learning process.
Reason (R): The primary goal of educational psychology is to improve the effectiveness of teaching and learning in the classroom.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

26. Which of the following represents a direct contribution of psychology to education?
(A) The creation of theories on motivation and learning.
(B) The development of school building architectural standards.
(C) The establishment of national education funding policies.
(D) The design of school transportation and logistics systems.

27. A teacher who understands the principles of educational psychology is most likely to:
(A) Use the same teaching method for all students and subjects.

Downloaded from www.pdf.tube

3. Cattell distinguished between fluid and crystallized intelligence.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

9. Which of the following is NOT one of the primary mental abilities proposed by Thurstone in his group factor theory?
(A) Verbal Comprehension
(B) Perceptual Speed
(C) General Intelligence ('g' factor)
(D) Number Facility

10. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Charles Spearman proposed that performance on any intellectual task is a function of two factors.
Reason (R): He identified these factors as fluid intelligence, which is innate, and crystallized intelligence, which is acquired through experience.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

11. What is the core idea of Thorndike's multiple factors theory of intelligence?
(A) Intelligence is composed of one general factor and several specific factors.
(B) Intelligence is divided into fluid and crystallized components.
(C) Intelligence consists of seven primary mental abilities.
(D) Intelligence is a cluster of numerous separate, independent abilities.

12. In Cattell's theory, the ability to solve novel problems and reason abstractly, independent of acquired knowledge, is referred to as:
(A) Crystallized intelligence
(B) Fluid intelligence
(C) General intelligence
(D) Perceptual intelligence

13. A student excels at recalling historical facts and applying learned mathematical formulas. According to Cattell's theory, this student is demonstrating a high level of:
(A) Fluid intelligence
(B) Perceptual speed
(C) Crystallized intelligence
(D) Spatial visualization

14. Identify the correct pair relating the intelligence theorist to their primary concept.
(A) Spearman - Primary Mental Abilities
(B) Thurstone - Fluid Intelligence
(C) Cattell - Two-Factor Theory
(D) Wechsler - Verbal and Performance Scales

15. Match List I with List II and select the correct answer using the codes given below.
List I: (Theorist)
P. Spearman
Q. Thurstone
R. Cattell
S. Binet
List II: (Associated Concept)
1. Mental Age
2. Primary Mental Abilities
3. General Factor ('g')
4. Fluid Intelligence
(A) P-3, Q-2, R-4, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-4, R-2, S-1
(D) P-2, Q-3, R-1, S-4

NODIA

16. Which statement best describes the relationship between intelligence and creativity?
(A) High intelligence guarantees a high level of creativity.
(B) Intelligence is necessary for creativity, but not sufficient.
(C) There is no observable relationship between these constructs.
(D) High creativity is always linked to low intellectual scores.

17. An aptitude test is designed to measure an individual's:
(A) Current level of knowledge in a specific subject.
(B) Potential for acquiring a particular skill or knowledge.
(C) General personality traits and individual

expert to novice.

37. Identify the method that is NOT considered student-centered.
(A) Inquiry-based learning
(B) Discovery learning
(C) Lecture method
(D) Collaborative learning

38. In a student-centered classroom, the primary role of the teacher is that of a:
(A) Disciplinarian and content expert.
(B) Facilitator and co-learner.
(C) Information provider and evaluator.
(D) Director and controller of all activities.

39. Read the following statements and select the correct option.
Statement I: Teacher-centered methods are often criticized for promoting passive learning and rote memorization.
Statement II: Student-centered methods empower learners to take responsibility for their own learning and develop critical thinking skills.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

40. An educator wants to foster critical thinking and problem-solving skills. Which teaching approach would be most appropriate?
(A) A student-centered approach like problem-based learning.
(B) A teacher-centered approach focused on direct instruction.
(C) A method relying solely on textbook reading and memorization.
(D) An approach that minimizes interaction to maintain order.

41. The concept of 'mental age' was a crucial component in the early calculation of IQ in which test?
(A) Wechsler Adult Intelligence Scale
(B) Raven's Progressive Matrices
(C) Stanford-Binet Test
(D) Cattell's Culture Fair Test

42. Identify the incorrect pair regarding Thurstone's Primary Mental Abilities.
(A) Associative Memory - Ability to solve novel, abstract problems.
(B) Verbal Comprehension - Ability to understand ideas expressed in words.
(C) Spatial Visualization - Ability to visualize and manipulate objects in space.
(D) Inductive Reasoning - Ability to find a general rule from specific instances.

43. A cause-and-effect relationship in educational psychology could be stated as: An increase in teacher's use of positive reinforcement (Cause) is likely to lead to an increase in students' on-task behavior (Effect). Which theory best supports this?
(A) Spearman's Two-Factor Theory
(B) Cattell's theory of intelligence
(C) Multiple Factors Theory
(D) Behavioristic Learning Theory

44. Which of the following is an example of a performance subtest on a Wechsler intelligence scale?
(A) Vocabulary
(B) Block Design
(C) Similarities
(D) Information

45. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Raven's Progressive Matrices is often considered a good measure of fluid intelligence.
Reason (R): The test requires individuals to use logical reasoning to solve novel problems presented in visual patterns, minimizing reliance on acquired knowledge.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

46. What does the term 'scope' in "scope of educational psychology" refer to?
(A) The historical development of the field.
(B) The specific research methods it employs.

Click Here to Buy book on Amazon

R. Generating multiple solutions to a problem
S. Watching a role model to learn a skill

List II: (Psychological Concept)

1. Crystallized Intelligence
2. Observational Learning
3. Fluid Intelligence
4. Divergent Thinking

(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

86. A teacher who varies their teaching strategies based on the needs of the students and the nature of the content is demonstrating a key component of:
(A) A purely teacher-centered approach
(B) Teacher effectiveness
(C) A specific aptitude
(D) Crystallized intelligence

87. Which of the following is the best example of a student-centered method?
(A) The teacher lectures for the entire class period.
(B) Students are required to memorize historical dates.
(C) The teacher provides a demonstration for exact replication.
(D) Students work in groups to research a topic of choice.

88. The study of how people learn in educational settings, the effectiveness of instructional interventions, and the psychology of teaching falls under the umbrella of:
(A) Educational Psychology
(B) Clinical Psychology
(C) Social Psychology
(D) Developmental Psychology

89. A "multi-aptitude battery" differs from a "specific aptitude test" in that it:
(A) Measures achievement instead of potential.
(B) Is less reliable for educational guidance.
(C) Provides a profile across various aptitudes.
(D) Can only be administered to individuals.

90. The 'multiple factors theory' of intelligence is most closely associated with:
(A) Thorndike
(B) Spearman
(C) Binet
(D) Wechsler

91. Which of the following scenarios best illustrates the concept of 'teacher effectiveness'?
(A) A teacher who gives very easy tests to ensure high grades.
(B) A teacher who is popular due to lenient classroom policies.
(C) A teacher who has won an award for classroom decoration.
(D) A teacher whose students show measurable growth in skills.

92. The idea that intelligence is not a single entity but a collection of many independent abilities, each stemming from a specific neural connection, is central to:
(A) Spearman's Two-Factor Theory
(B) Thorndike's Multiple Factors Theory
(C) Cattell's Fluid and Crystallized Theory
(D) Thurstone's Group Factor Theory

NODIA

93. A student's ability to think of many different categories of answers to a question demonstrates which aspect of creativity?
(A) Fluency
(B) Originality
(C) Flexibility
(D) Elaboration

94. Which of the following is a limitation of a purely teacher-centered approach?
(A) It is ineffective for transmitting factual information.
(B) It requires extensive planning for group activities.
(C) It is difficult to manage in large classroom settings.
(D) It may fail to develop students' critical thinking.

95. Read the following statements and select the correct option.
Statement I: The Wechsler scales were innovative for providing separate scores for verbal and performance abilities.
Statement II: The distinction between verbal and performance abilities is useful in identifying specific learning difficulties where a large

(C) 1 and 3 only
(D) 2 and 3 only

56. An ineffective teacher is characterized by all of the following EXCEPT:
(A) Use of varied assessment techniques to monitor student progress.
(B) Inconsistent classroom management.
(C) Lack of clarity in instruction.
(D) A negative attitude towards students.

57. Thorndike proposed three types of intelligence in his multiple factors theory. Which of the following is NOT one of them?
(A) Social intelligence
(B) Concrete intelligence
(C) Fluid intelligence
(D) Abstract intelligence

58. What is the most significant limitation of the lecture method?
(A) It promotes passivity in students.
(B) It is difficult for teachers to prepare.
(C) It cannot cover content quickly.
(D) It is only suitable for small groups.

59. The "threshold hypothesis" regarding intelligence and creativity suggests that:
(A) Creativity is impossible without an exceptionally high IQ.
(B) Intelligence and creativity are negatively correlated.
(C) Only people with low intelligence can be highly creative.
(D) Below a certain IQ level, the two are correlated, but not above it.

60. Match List I with List II and select the correct answer using the codes given below.
List I: (Concept)
P. 'g' factor
Q. Primary Mental Abilities
R. Verbal IQ & Performance IQ
S. Mental Age
List II: (Associated Test/Theory)
1. Thurstone's Group Factor Theory
2. Wechsler Scales
3. Binet Test
4. Spearman's Two-Factor Theory
(A) P-1, Q-4, R-3, S-2
(B) P-4, Q-2, R-1, S-3
(C) P-4, Q-1, R-2, S-3
(D) P-3, Q-1, R-2, S-4

61. Which of the following questions is most likely to foster creative thinking in students?
(A) "What is the capital of France?"
(B) "Who wrote the play 'Hamlet'?"
(C) "How would the world be different if humans could fly?"
(D) "What are the steps of photosynthesis?"

62. A multi-aptitude battery like the Differential Aptitude Tests (DAT) is most useful for:
(A) Diagnosing specific learning disabilities.
(B) Providing a single IQ score.
(C) Measuring a student's reading comprehension level.
(D) Educational and vocational guidance.

63. Which statement about the Binet test is INCORRECT?
(A) It is a completely non-verbal test.
(B) It was originally developed in France.
(C) It introduced the concept of mental age.
(D) It was revised at Stanford University.

64. The primary contribution of educational psychology is that it helps teachers to:
(A) Focus solely on gifted students who are easy to teach.
(B) Apply principles of learning to improve instruction.
(C) Maintain discipline through strict punitive measures.
(D) Adhere rigidly to a pre-defined school curriculum.

65. A student struggles in geometry but excels in debate club. According to Thurstone's theory, this student likely has:
(A) High Spatial Visualization and low Verbal Comprehension.
(B) Low Spatial Visualization and high Verbal Comprehension.
(C) Uniformly low primary mental abilities across all tasks.
(D) A high 'g' factor alongside low 's' factors in verbal logic.

66. What is a defining feature of a student-centered learning environment?

Downloaded from www.pdf.tube

(C) The professional organizations associated with it.
(D) The range of topics and issues it addresses.

47. The ability to shift from one way of thinking to another, a key component of creativity, is known as:
(A) Flexibility
(B) Fluency
(C) Elaboration
(D) Originality

48. A teacher decides to use a direct instruction model. Which of the following actions would be most consistent with this teacher-centered method?
(A) Posing an open-ended problem for students to explore in groups.
(B) Clearly stating objectives and providing step-by-step demonstrations.
(C) Asking students to design their own experiments to test a hypothesis.
(D) Facilitating a Socratic seminar where students lead the discussion.

49. According to social learning theory, which of the following is a critical condition for observational learning to occur?
(A) The learner must receive direct physical reinforcement.
(B) The learner must be able to remember the observed behavior.
(C) The observed behavior must be complex and difficult.
(D) The model must be of the same gender as the learner.

50. Arrange the following intelligence theories in the approximate chronological order of their initial proposal.
1. Thurstone's Group Factor Theory
2. Spearman's Two-Factor Theory
3. Cattell's Fluid and Crystallized Theory
4. Binet's concept of Mental Age

Which of the following represents the correct sequence?
(A) 4, 2, 1, 3
(B) 2, 4, 3, 1
(C) 1, 2, 3, 4
(D) 4, 1, 2, 3

51. Which statement accurately distinguishes aptitude tests from achievement tests?
(A) Aptitude tests measure past learning while achievement tests predict future capability.
(B) Aptitude tests are always group-administered while achievement tests are individual.
(C) Aptitude tests are forward-looking while achievement tests are backward-looking.
(D) Aptitude tests measure personality while achievement tests measure intelligence.

52. In a problem-based learning environment, which is a student-centered approach, the learning process is typically initiated by:
(A) A lecture from the teacher.
(B) A set of facts to be memorized.
(C) A final examination schedule.
(D) A challenging, ill-structured problem.

53. According to Cattell, which type of intelligence is more likely to decline with age?
(A) Crystallized intelligence
(B) Verbal intelligence
(C) Fluid intelligence
(D) Social intelligence

54. Read the following statements and select the correct option.
Statement I: Spearman's 'g' factor implies that an individual who is good at one intellectual task is likely to be good at others.
Statement II: Thorndike's multiple factors theory argues against a 'g' factor, proposing that intelligences are highly specific and independent.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

55. Consider the following statements about creativity:
1. It is limited to artistic and musical domains.
2. It involves the ability to generate ideas that are both novel and useful.
3. Convergent thinking is the primary cognitive process underlying creativity.

Which of the above statement(s) is/are correct?
(A) 1 only
(B) 2 only

NODIA

76. Identify the correct statement regarding the measurement of intelligence.
(A) Raven's Progressive Matrices heavily relies on linguistic ability.
(B) Wechsler scales have different versions for different age groups.
(C) The Binet test was the first to introduce Performance IQ.
(D) All intelligence tests are completely free from cultural bias.

77. An example of a specific aptitude test would be a:
(A) Wechsler Adult Intelligence Scale (WAIS)
(B) Stanford-Binet IQ Test
(C) Mechanical Reasoning Test
(D) Rorschach Inkblot Test

78. Consider the following statements about teacher-centered and student-centered methods:
1. Teacher-centered methods place the teacher as the active "giver" of information.
2. Student-centered methods encourage passive reception of knowledge by students.
3. In student-centered approaches, the teacher's role shifts to that of a facilitator.
Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

79. The ability to add details to a basic idea to make it more intricate and complete is the 'elaboration' aspect of creativity. Which of the following tasks best assesses this?
(A) "Given a single circle, draw an object and add detail."
(B) "List as many uses for a paperclip as you can."
(C) "How are a pencil and a pen alike?"
(D) "Find the next number in the sequence: 2, 4, 6, 8, ___."

80. What is the fundamental difference between Spearman's theory and Thurstone's theory of intelligence?
(A) Spearman emphasized multiple factors while Thurstone emphasized one.
(B) Spearman emphasized a 'g' factor while Thurstone emphasized group factors.
(C) Spearman's theory is behavioristic while Thurstone's is cognitive.
(D) Spearman focused on children while Thurstone focused on adults.

81. Social learning theory helps to explain all of the following classroom phenomena EXCEPT:
(A) How students may imitate the disruptive behavior of a classmate.
(B) The innate, biological basis for individual mathematical ability.
(C) How a teacher's enthusiasm can influence student interest.
(D) How students learn classroom routines by observing peers.

82. Which of the following is a key characteristic of Raven's Progressive Matrices?
(A) It is designed to be culture-fair using non-verbal, abstract figures.
(B) It is composed of both verbal and performance subtests.
(C) It is considered a strong measure of crystallized intelligence.
(D) Its primary output is a 'Mental Age' score.

83. Read the following statements and select the correct option.
Statement I: According to social learning theory, behavior is learned from the environment through the process of observational learning.
Statement II: Behaviorism, in its classical form, completely ignores the role of internal mental states in learning.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

84. The distinction between 'fluid' and 'crystallized' intelligence was proposed by:
(A) Charles Spearman
(B) Louis Thurstone
(C) Alfred Binet
(D) Raymond Cattell

85. Match List I with List II and select the correct answer using the codes given below.
List I: (Activity)
P. Solving a novel logic puzzle
Q. Recalling the main chemical elements

Click Here to Buy book on Amazon

(A) Emphasis on individual discovery and construction of knowledge.
(B) Strict, uniform deadlines for all classroom tasks.
(C) The teacher's voice is the most prominent in the classroom.
(D) Assessment is limited to a single final examination.

67. Social learning theory posits that reinforcement can be vicarious. This means:
(A) An individual must be directly rewarded to learn a behavior.
(B) Reinforcement is only effective if it is tangible and physical.
(C) One can learn by observing others being rewarded for a behavior.
(D) Punishment is consistently more effective than reinforcement.

68. Which theory of intelligence most directly challenges the idea of a single, universal 'g' factor?
(A) Spearman's Two-Factor Theory
(B) Binet's theory of mental age
(C) Cattell's theory of fluid and crystallized intelligence
(D) Thurstone's Group Factor Theory

69. Which of the following is NOT an aspect of creativity often measured in divergent thinking tasks?
(A) Fluency (number of ideas)
(B) Flexibility (variety of ideas)
(C) Accuracy (correctness of ideas)
(D) Originality (uniqueness of ideas)

70. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Teacher-centered methods, like lectures, can be efficient for delivering a large amount of factual information to many students at once.
Reason (R): These methods actively engage students in higher-order thinking and collaborative problem-solving.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

71. A person's accumulated knowledge, verbal skills, and cultural information constitute their:
(A) Fluid intelligence
(B) Creative potential
(C) Perceptual speed
(D) Crystallized intelligence

72. "Teacher effectiveness" is a concept that is:
(A) Multidimensional, involving various professional skills.
(B) Easy to define and measure with a single metric.
(C) Solely dependent on the teacher's personality.
(D) Unrelated to student achievement and outcomes.

73. The Wechsler scales were an improvement over earlier intelligence tests because they:
(A) Abandoned the concept of IQ entirely.
(B) Were the first group-administered intelligence tests.
(C) Provided a detailed profile of cognitive strengths.
(D) Were designed exclusively for young children.

74. A core principle of student-centered learning is that:
(A) Learning should be relevant and connected to students' lives.
(B) The teacher is the sole authority on all subjects.
(C) All students should progress at the same pace.
(D) Rote memorization is the most effective strategy.

75. Which theorist would be most interested in the correlations between performance on different types of mental tests to find an underlying factor?
(A) Binet
(B) Thorndike
(C) Bandura
(D) Spearman

NODIA

discrepancy exists between the two scores.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

96. Identify the incorrect statement regarding social learning theory.
(A) It acknowledges the role of cognitive processes in learning.
(B) It posits that behavior is solely determined by genetics.
(C) It emphasizes that learning can occur without reinforcement.
(D) It includes concepts like modeling and vicarious reinforcement.

97. An architect who is skilled at visualizing three-dimensional structures from two-dimensional plans would likely score high on which of Thurstone's primary mental abilities?
(A) Verbal Comprehension
(B) Spatial Visualization
(C) Number Facility
(D) Associative Memory

98. The main objective of administering an aptitude test to a high school student is to:
(A) Help predict their potential for success in certain fields.
(B) Evaluate their mastery of the high school curriculum.
(C) Measure their current emotional state and well-being.
(D) Provide a definitive statement about overall intelligence.

99. Which of the following classroom activities would be LEAST likely to be found in a student-centered classroom?
(A) Students debating a historical issue.
(B) Students engaging in peer review of their writing.
(C) Students quietly taking notes during a long lecture.
(D) Students designing and conducting an experiment.

100. Arrange the following steps of observational learning according to Bandura's social learning theory in the correct sequence.
1. Motivation
2. Retention
3. Attention
4. Reproduction

Which of the following represents the correct sequence?
(A) 1, 2, 3, 4
(B) 3, 2, 4, 1
(C) 2, 3, 1, 4
(D) 3, 4, 2, 1

101. The concept that intelligence consists of numerous highly specific and independent factors was a hallmark of which theory?
(A) Spearman's 'g' factor theory
(B) Cattell's fluid and crystallized theory
(C) Thorndike's multiple factors theory
(D) Binet's theory of mental age

102. What is the fundamental principle behind Raven's Progressive Matrices?
(A) To measure vocabulary and general knowledge.
(B) To assess relation formation and analogical reasoning.
(C) To evaluate emotional intelligence through scenarios.
(D) To test for specific aptitudes like clerical skills.

NODIA

103. Which is the most appropriate description of the relationship between intelligence and creativity?
(A) They are identical constructs measured by different tests.
(B) Intelligence is convergent, while creativity is divergent.
(C) A person with high creativity must have a high IQ score.
(D) The two concepts are unrelated and do not influence each other.

104. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Student-centered methods, such as inquiry-based learning, can lead to deeper understanding and better retention of concepts.
Reason (R): These methods require students to actively construct their own knowledge, which enhances cognitive engagement.
(A) Both A and R are true and R is the correct

(D) Wechsler's scales are only for adults.

144. All of the following are benefits of student-centered learning EXCEPT:
(A) Increased student motivation and engagement.
(B) Development of critical thinking and problem-solving skills.
(C) Ensures rapid coverage of a wide range of factual content.
(D) Fosters a sense of ownership over learning.

145. Thorndike's "multiple factors" theory is also known as an "anarchic" theory of intelligence because:
(A) It proposed one single ruling factor, 'g'.
(B) It was developed during a period of political anarchy.
(C) It focused on social and emotional intelligence.
(D) It rejected ruling factors for a multitude of abilities.

146. The process of observing a model's behavior and its consequences to guide one's own future behavior is a central tenet of:
(A) Cattell's intelligence theory
(B) Spearman's two-factor theory
(C) Social learning theory
(D) Thurstone's group factor theory

147. Arrange the following concepts related to intelligence testing in chronological order of their appearance.
1. Verbal and Performance IQ distinction (Wechsler)
2. The concept of 'g' factor (Spearman)
3. The concept of 'Mental Age' (Binet)

Which of the following represents the correct sequence?
(A) 1, 2, 3
(B) 3, 2, 1
(C) 2, 3, 1
(D) 3, 1, 2

148. Which of the following scenarios best reflects a high degree of teacher effectiveness?
(A) A teacher who strictly follows the textbook without any deviation.
(B) A teacher who gives the least amount of homework.
(C) A teacher who has the quietest classroom in the school.
(D) A teacher whose students consistently demonstrate learning gains.

149. Read the following statements and select the correct option.
Statement I: The 'scope' of educational psychology is limited to the study of gifted children.
Statement II: Educational psychology encompasses the study of learners, learning processes, and the social and emotional environment of the classroom.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

150. A test that aims to predict an individual's potential to become a successful musician by measuring their pitch discrimination, rhythm sense, and tonal memory is a:
(A) General intelligence test
(B) Multi-aptitude battery
(C) Specific aptitude test
(D) Personality inventory

151. In contrast to Spearman, Thurstone's analysis of intelligence led him to propose:
(A) A set of "primary mental abilities."
(B) A single general intelligence factor.
(C) Two types of intelligence: fluid and crystallized.
(D) That intelligence is the same as creativity.

152. The defining feature of a teacher-centered method is that the teacher:
(A) Acts as a facilitator for student-led projects.
(B) Functions as the repository and dispenser of knowledge.
(C) Learns alongside the students in a collaborative inquiry.
(D) Allows students to choose their own learning objectives.

153. The ability to perform well on tasks like block design, object assembly, and picture completion on a Wechsler scale would contribute to the:
(A) Verbal IQ score
(B) Performance IQ score

Downloaded from www.pdf.tube

problem-solving.
(B) Gf is measured by vocabulary, while Gc is logic.
(C) Gc is innate, while Gf is acquired through schooling.
(D) Gc increases with life, while Gf peaks in adulthood.

114. Which of the following is NOT a contribution of psychology to education?
(A) Development of standardized tests for assessment.
(B) Theories of child development and learning.
(C) Determination of the school's annual budget.
(D) Principles of motivation and classroom management.

115. In a student-centered approach like 'discovery learning', the teacher's role is to:
(A) Provide all the answers directly to the students.
(B) Structure environments so students find their own answers.
(C) Ensure students follow a single, prescribed solution path.
(D) Minimize all forms of student error and exploration.

116. A student who can easily learn new programming languages and solve complex coding challenges for the first time is demonstrating high:
(A) Crystallized intelligence
(B) Associative memory
(C) Verbal comprehension
(D) Fluid intelligence

117. Which of the following is the most defining characteristic of teacher-centered instruction?
(A) Teacher as the primary source of knowledge.
(B) High degree of student choice.
(C) Emphasis on collaborative projects.
(D) Flexible and emergent curriculum.

118. The 'nature' of educational psychology refers to its character as:
(A) A speculative and philosophical discipline.
(B) A branch of pure mathematics.
(C) A positive and applied science.
(D) A historical field with no modern application.

119. Which of the following best exemplifies Spearman's 'g' factor?
(A) Success in tasks like math, language, and logic.
(B) A person's unique talent for playing the piano.
(C) The specific ability to remember a list of dates.
(D) Knowledge gained from studying history.

120. The ability to produce a large number of responses to a single prompt is which aspect of creativity?
(A) Originality
(B) Elaboration
(C) Flexibility
(D) Fluency

121. What is the primary focus of a multi-aptitude battery?
(A) To provide a single, holistic measure of intelligence.
(B) To measure potential across different abilities.
(C) To assess mastery of previously taught subjects.
(D) To diagnose personality disorders and problems.

122. Read the following statements and select the correct option.
Statement I: The Binet-Simon scale was initially designed to assess the intelligence of adults for military service.
Statement II: The scale's main innovation was the concept of 'mental age', which compared a child's performance to the average performance of children at a specific chronological age.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

NODIA

123. A cause-and-effect relationship can be hypothesized where adopting student-centered teaching methods (Cause) leads to increased student motivation and engagement (Effect). This aligns with the principles of:
(A) Behaviorism, which focuses on external rewards.
(B) Spearman's two-factor theory.

(A) Intelligence is made up of many unrelated abilities.
(B) Intelligence is divided into fluid and crystallized forms.
(C) Creativity and intelligence are the same construct.
(D) A general ability influences performance on all tasks.

185. Identify the correct statement about social learning theory.
(A) It suggests learning only occurs through direct experience.
(B) It highlights the importance of observation and modeling.
(C) It completely disregards the role of the environment.
(D) It is identical to classical conditioning.

186. A test designed to measure a person's potential for learning to code, including logical reasoning, would be a(n):
(A) Achievement test
(B) Personality test
(C) Aptitude test
(D) Intelligence test

187. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The 'threshold hypothesis' posits that above a certain IQ level, higher intelligence does not necessarily translate to higher creativity.
Reason (R): Creativity involves factors like divergent thinking, personality traits, and motivation, which are not fully captured by traditional IQ tests.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

188. A key difference between teacher-centered and student-centered methods lies in the:
(A) Locus of control and activity in the classroom.
(B) Age of the students.
(C) Subject being taught.
(D) Physical size of the classroom.

189. Which of the following is NOT one of Thurstone's seven primary mental abilities?
(A) Word Fluency
(B) General Intelligence (g)
(C) Associative Memory
(D) Reasoning

190. The concept of "teacher effectiveness" focuses primarily on the:
(A) Teacher's qualifications and years of service.
(B) Process of teaching and its effect on student learning.
(C) Teacher's popularity with the school administration.
(D) Physical appearance of the classroom.

191. Read the following statements and select the correct option.
Statement I: Fluid intelligence (Gf) involves the ability to reason and solve novel problems.
Statement II: Crystallized intelligence (Gc) refers to the store of knowledge and skills acquired through experience and education.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

192. Raven's Progressive Matrices is considered a good measure of:
(A) Verbal fluency
(B) Crystallized intelligence
(C) Fluid intelligence
(D) Social learning

193. The "nature of educational psychology" is best described as being:
(A) Prescriptive, offering rigid rules for teaching.
(B) Fictional, based on imaginary classroom scenarios.
(C) Historical, with no relevance to modern education.
(D) Descriptive, providing principles to guide practice.

194. Which of the following is a clear example of a teacher-centered method?
(A) A collaborative project
(B) A Socratic seminar
(C) A lecture with PowerPoint slides
(D) An inquiry-based lab experiment

Click Here to Buy book on Amazon

(C) Crystallized Intelligence
(D) Perceptual Speed

135. Consider the following statements regarding the measurement of intelligence:
1. Wechsler scales include separate verbal and performance subtests.
2. Raven's Progressive Matrices is highly dependent on the test-taker's language skills.
3. Original Binet test was created to identify gifted students.

Which of the above statement(s) is/are correct?
(A) 1 only
(B) 2 only
(C) 1 and 3 only
(D) 2 and 3 only

136. An effective teacher is one who:
(A) Creates a positive and supportive learning environment.
(B) Uses a single, trusted teaching method for all situations.
(C) Focuses only on the academic performance of the top 10% of students.
(D) Avoids using any form of assessment to reduce student anxiety.

137. Which scenario best represents the application of social learning theory in the classroom?
(A) A teacher rewards students with stickers for correct answers.
(B) A teacher demonstrates a procedure for students to imitate.
(C) A student learns multiplication tables through rote memorization.
(D) A student solves a puzzle through a process of trial and error.

138. The threshold theory of creativity and intelligence suggests that for creativity to flourish:
(A) Intelligence is the only factor required.
(B) Intelligence must be below average.
(C) A minimum level of intelligence is necessary.
(D) Intelligence and creativity are completely independent variables.

139. Project-based learning, where students investigate a complex question or problem over an extended period, is an example of a:
(A) Teacher-centered method
(B) Form of direct instruction
(C) Rote learning technique
(D) Student-centered method

140. According to Cattell, which type of intelligence would be most useful for learning a new language or writing a book?
(A) Crystallized intelligence
(B) Fluid intelligence
(C) Spatial intelligence
(D) Kinesthetic intelligence

141. The contribution of psychology to education is evident in the design of curricula that are:
(A) The same for all age groups.
(B) Developmentally appropriate for the learner.
(C) Focused entirely on abstract concepts.
(D) Independent of student interest or motivation.

142. Match List I with List II and select the correct answer using the codes given below.
List I: (Aspect of Creativity)
P. Fluency
Q. Flexibility
R. Originality
S. Elaboration
List II: (Description)
1. Shifting between different categories of ideas.
2. Generating a large number of ideas.
3. Adding details to an idea.
4. Producing novel or unique ideas.
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-3, R-1, S-4
(D) P-4, Q-1, R-2, S-3

143. A major difference between the Binet and Wechsler intelligence scales is that:
(A) Wechsler's scales provide a profile, not just one score.
(B) Binet's scale is for groups, while Wechsler's is for individuals.
(C) Binet's scale is non-verbal, while Wechsler's is verbal.

NODIA

164. "Thinking outside the box" to generate novel solutions is a colloquial way of describing:
(A) Convergent thinking
(B) Crystallized intelligence
(C) Rote memorization
(D) Divergent thinking

165. Consider the following statements about intelligence theories:
1. Spearman's 'g' factor is a general intelligence common to all intellectual tasks.
2. Thurstone's Primary Mental Abilities are independent of each other and of any 'g' factor.
3. Thorndike proposed that intelligence is the average of a multitude of specific abilities.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

166. What is the role of the teacher in an inquiry-based learning setting?
(A) To provide direct answers to all student questions.
(B) To deliver information through lectures.
(C) To act as a facilitator, guiding students in investigation.
(D) To ensure all students follow a predetermined procedure.

167. According to social learning theory, the four processes involved in observational learning are attention, retention, reproduction, and:
(A) Motivation
(B) Reinforcement
(C) Punishment
(D) Extinction

168. The ability to use learned knowledge and experience is defined as _____, whereas the ability to solve new problems is defined as _____.
(A) fluid intelligence; crystallized intelligence
(B) general intelligence; specific intelligence
(C) specific intelligence; general intelligence
(D) crystallized intelligence; fluid intelligence

169. One of the most significant contributions of psychology to education is the emphasis on:
(A) The classroom as a place for silent, individual work only.
(B) The learner as an active participant in the process.
(C) The importance of a one-size-fits-all curriculum.
(D) The teacher as the only source of knowledge.

170. Read the following statements and select the correct option.
Statement I: A specific aptitude test measures an individual's potential in a narrow, well-defined domain.
Statement II: A multi-aptitude battery provides a profile of scores across several different domains of ability.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

171. Which of these is a defining feature of an effective teacher?
(A) A rigid adherence to a single teaching philosophy.
(B) The practice of giving high grades regardless of student performance.
(C) A focus on discipline to the exclusion of instruction.
(D) The ability to adapt methods to suit different learners.

172. Match List I with List II and select the correct answer using the codes given below.
List I: (Teaching Method)
P. Lecture
Q. Problem-Based Learning
R. Direct Instruction
S. Discovery Learning
List II: (Classification)
1. Student-Centered
2. Teacher-Centered
3. Student-Centered
4. Teacher-Centered
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-2, Q-3, R-4, S-1
(D) P-1, Q-4, R-2, S-3

173. The Binet test was originally commissioned by the French government for what purpose?

Downloaded from www.pdf.tube

(C) Mental Age
(D) Creativity Quotient

154. Which statement about the relationship between intelligence and creativity is most accurate?
(A) They are mutually exclusive constructs.
(B) Creativity is a component of fluid intelligence.
(C) Intelligence is a prerequisite for creativity, but no guarantee.
(D) Standard IQ tests are the best available measures of creativity.

155. Identify the incorrect statement about behaviouristic theories.
(A) They emphasize observable behaviours over internal mental states.
(B) Classical and operant conditioning are key concepts.
(C) They focus on how the environment shapes behaviour.
(D) Social learning theory is purely behavioristic with no cognition.

156. A history teacher wants to use a student-centered approach. Which activity would be most appropriate?
(A) Assigning students to groups to debate different perspectives.
(B) Delivering a 45-minute lecture on the causes of World War I.
(C) Having students read a chapter and answer questions at the end.
(D) Giving a multiple-choice quiz on important dates.

157. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Educational psychology is an applied science.
Reason (R): It applies the principles and theories of psychology to solve problems in the field of education.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

158. A key contribution of psychology to education has been the development of:
(A) The architectural design of school buildings.
(B) Valid methods for assessing student abilities and learning.
(C) The financial models for school funding.
(D) The legal framework for educational policy.

159. "Eduction of relations and correlates" is a concept central to the intelligence theory of:
(A) Spearman
(B) Thurstone
(C) Cattell
(D) Thorndike

160. A teacher notices that students behave better when she praises good behavior, and misbehave less when she ignores minor infractions. This teacher is applying principles from:
(A) Thurstone's group factor theory
(B) Cattell's theory of intelligence
(C) Behavioristic and social learning theories
(D) The Binet test framework

NODIA

161. The main advantage of using a multi-aptitude battery over a series of separate specific aptitude tests is:
(A) Higher predictive validity for any single aptitude.
(B) Shorter administration time.
(C) Complete freedom from cultural bias.
(D) A common norm group for comparing internal profiles.

162. The term "progressive" in Raven's Progressive Matrices refers to the fact that:
(A) The test was developed by a progressive movement.
(B) The test measures progressive social attitudes.
(C) The test items get progressively more difficult.
(D) The test can only be taken by progressive students.

163. Which one of the following is a characteristic of a student-centered classroom?
(A) Passive listening
(B) Active participation
(C) Rote learning
(D) Teacher monologue

explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

105. A specific aptitude test is more focused than a multi-aptitude battery because it:
(A) Measures a wide array of unrelated skills.
(B) Is only used for children under the age of 10.
(C) Is designed to predict potential in a single area.
(D) Provides a general intelligence quotient (IQ).

106. In the context of educational psychology, 'learning processes in the classroom' refers to:
(A) The dynamic interactions through which students learn.
(B) The physical layout and infrastructure of the school.
(C) Administrative procedures for student record-keeping.
(D) The schedule of holidays for the academic year.

107. Consider the following statements about intelligence tests:
1. The Binet test was the first to use the concept of an Intelligence Quotient (IQ).
2. The Wechsler scales provide a deviation IQ, comparing an individual's score to a standardized norm group.
3. Raven's Progressive Matrices is an example of a performance-based, non-verbal test.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

108. All of the following are aspects of creativity EXCEPT:
(A) Conformity
(B) Originality
(C) Fluency
(D) Flexibility

109. Read the following statements and select the correct option.

Statement I: Teacher effectiveness is solely determined by the teacher's subject matter expertise.
Statement II: Effective teachers also possess strong pedagogical skills, including classroom management and the ability to motivate students.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

110. According to social learning theory, when a student sees a classmate praised for asking a good question, the student becomes more likely to ask questions too. This phenomenon is called:
(A) Direct reinforcement
(B) Vicarious reinforcement
(C) Self-reinforcement
(D) Negative punishment

111. The lecture method, a classic teacher-centered approach, is most suitable for:
(A) Introducing a new topic and providing foundational information.
(B) Developing students' problem-solving skills.
(C) Fostering creativity and divergent thinking.
(D) Promoting collaborative and social skills among students.

112. Match List I with List II and select the correct answer using the codes given below.
List I: (Psychologist)
P. Thurstone
Q. Cattell
R. Spearman
S. Thorndike
List II: (Theory Type)
1. Two-Factor Theory
2. Multiple Factors Theory
3. Group Factor Theory
4. Fluid and Crystallized Theory
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

113. A key difference between fluid intelligence (Gf) and crystallized intelligence (Gc) is that:
(A) Gf is based on knowledge, while Gc is

Click Here to Buy book on Amazon

(A) To identify intellectually gifted children for enriched schooling.
(B) To identify children who required special education programs.
(C) To select the most capable candidates for the military.
(D) To create a national ranking of all schoolchildren.

174. A core idea in social learning theory is that a person's behavior is influenced by the environment and also influences the environment. This is known as:
(A) Classical conditioning
(B) Reciprocal determinism
(C) Latent learning
(D) The 'g' factor

175. Which of the following is the best example of crystallized intelligence?
(A) Knowing the capital cities of various countries.
(B) Solving a completely new type of logic puzzle.
(C) Quickly adapting to a new software interface.
(D) Figuring out the rule in a number series.

176. A music aptitude test that assesses a person's ability to distinguish between different tones would be classified as:
(A) A general intelligence test.
(B) A multi-aptitude battery.
(C) A specific aptitude test.
(D) A creativity test.

177. Which of the following theorists would be most likely to agree with the statement: "Intelligence is not one thing, but many things"?
(A) Spearman
(B) Binet
(C) All of the above equally
(D) Thurstone

178. A classroom where the teacher delivers a lecture and students are expected to take notes primarily reflects a:
(A) Student-centered model
(B) Collaborative learning model
(C) Teacher-centered model
(D) Inquiry-based model

179. A major contribution of educational psychology is providing teachers with:
(A) A single, perfect method for teaching all subjects.
(B) A scientific basis for making instructional decisions.
(C) A set of rigid rules that must be followed.
(D) The curriculum content for every subject they teach.

180. In the context of creativity, "elaboration" refers to the ability to:
(A) Generate a large quantity of ideas.
(B) Produce highly unusual and unique ideas.
(C) Switch between different conceptual frameworks.
(D) Take a simple idea and develop it with rich detail.

181. The Wechsler intelligence scales improved on earlier tests by:
(A) Providing separate scores for verbal and performance intelligence.
(B) Being the first test to measure intelligence.
(C) Introducing the concept of 'mental age'.
(D) Eliminating all cultural bias from testing.

182. A teacher wants to assess her students' ability to think creatively about a civic issue. Which assignment is most suitable?
(A) A multiple-choice test on government structure.
(B) An essay summarizing a chapter on civic duties.
(C) Proposing novel solutions for community littering.
(D) A fill-in-the-blanks worksheet about city laws.

183. Which statement is INCORRECT regarding teacher effectiveness?
(A) It is independent of the ability to motivate students.
(B) It involves having deep subject matter knowledge.
(C) It includes strong classroom management skills.
(D) It is reflected in students' academic and personal growth.

184. Spearman's 'g' factor is a concept that suggests:

Downloaded from www.pdf.tube

(C) A purely content-driven curriculum.
(D) Educational psychology regarding active construction.

124. Identify the correct pair.
(A) Student-centered method - Problem-based learning
(B) Student-centered method - Direct instruction
(C) Teacher-centered method - Inquiry-based learning
(D) Teacher-centered method - Discovery learning

125. Thorndike's view that intelligence is the product of a vast number of specific stimulus-response connections is most aligned with which school of thought?
(A) Psychoanalysis
(B) Behaviorism
(C) Gestalt Psychology
(D) Humanistic Psychology

126. Teacher effectiveness is best understood as the ability to:
(A) Cover the syllabus in the shortest possible time.
(B) Produce favorable student outcomes.
(C) Maintain a silent and orderly classroom.
(D) Adhere strictly to the textbook without deviation.

127. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Social learning theory bridges the gap between behaviorist and cognitive learning theories.
Reason (R): It incorporates cognitive elements like attention, memory, and motivation while still emphasizing the role of environmental and social influences on behavior.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

128. The Wechsler Intelligence Scales are notable for being among the first to:
(A) Use a ratio IQ (Mental Age / Chronological Age).
(B) Be designed as a non-verbal test for cross-cultural use.
(C) Popularize deviation IQ based on normal distribution.
(D) Focus exclusively on measuring creativity.

NODIA

129. The ability to come up with unique or statistically infrequent ideas is termed:
(A) Fluency
(B) Flexibility
(C) Elaboration
(D) Originality

130. Which of the following falls within the scope of educational psychology?
(A) Learner characteristics
(B) Instructional processes
(C) All of the above
(D) Assessment of learning outcomes

131. A mechanical aptitude test, which measures one's understanding of physical principles, is an example of a:
(A) Multi-aptitude battery
(B) Specific aptitude test
(C) General intelligence test
(D) Personality test

132. Which theory posits that intelligence is a composite of seven distinct and relatively independent "primary mental abilities"?
(A) Spearman's Two-Factor Theory
(B) Cattell's Theory of Fluid and Crystallized Intelligence
(C) Thorndike's Multiple Factors Theory
(D) Thurstone's Group Factor Theory

133. The primary criticism of teacher-centered methods is that they often:
(A) Encourage passive learning rather than active engagement.
(B) Are too difficult for the teacher to implement.
(C) Take too long to cover the required content.
(D) Require expensive technology and resources.

134. Which of the following is NOT a primary mental ability according to Thurstone?
(A) Word Fluency
(B) Number Facility

195. Consider the following statements about learning processes:
1. Social learning theory suggests that observation is a key learning process.
2. Teacher-centered methods often rely on passive absorption as the primary learning process.
3. Student-centered methods promote active construction of knowledge as a learning process.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

196. What distinguishes an aptitude test from an achievement test?
(A) Aptitude tests measure what was learned; achievement tests measure potential.
(B) Aptitude tests are for adults; achievement tests are for children.
(C) Aptitude tests are essay-based; achievement tests are multiple-choice.
(D) Aptitude tests measure potential; achievement tests measure past learning.

197. Arrange the following intelligence theorists in chronological order based on the introduction of their major theories.
1. Raymond Cattell
2. Charles Spearman
3. L. L. Thurstone

Which of the following represents the correct sequence?
(A) 1, 2, 3
(B) 2, 3, 1
(C) 3, 1, 2
(D) 2, 1, 3

198. The ability to understand and navigate social situations effectively relates to which type of intelligence proposed by Thorndike?
(A) Abstract intelligence
(B) Concrete intelligence
(C) Social intelligence
(D) Mechanical intelligence

199. Which of the following is the best example of a student-centered approach?
(A) Teams research and develop a solution to a real-world problem.
(B) The teacher explains a concept and assigns practice problems.
(C) The teacher reads a chapter aloud to the class.
(D) Students complete a worksheet with textbook definitions.

200. A major contribution of psychology to the field of education is the principle that learning is more effective when it is:
(A) Passive and rote.
(B) Divorced from students' prior knowledge.
(C) The same for every student, regardless of differences.
(D) Active, constructive, and meaningful.

201. The performance section of the Wechsler Adult Intelligence Scale (WAIS) would include tasks such as:
(A) Defining vocabulary words.
(B) Arranging pictures to tell a story.
(C) Answering general knowledge questions.
(D) Explaining similarities between two concepts.

202. Match List I with List II and select the correct answer using the codes given below.
List I: (Intelligence Theory)
P. Two-Factor Theory
Q. Group Factor Theory
R. Multiple Factors Theory
S. Fluid & Crystallized Theory
List II: (Proponent)
1. Cattell
2. Thorndike
3. Spearman
4. Thurstone
(A) P-3, Q-4, R-2, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-2, R-4, S-1
(D) P-4, Q-3, R-1, S-2

203. A key element of social learning theory that distinguishes it from strict behaviorism is the inclusion of:
(A) Stimulus-response associations.
(B) Positive and negative reinforcement.
(C) The study of animal behavior.
(D) Cognitive processes like attention and memory.

Click Here to Buy book on Amazon

(A) A person's mental age divided by chronological age.
(B) The total number of items answered correctly.
(C) A ratio of the individual's verbal to performance score.
(D) How a score deviates from the age-group average.

249. Which of these theories emphasizes the role of a general intelligence factor ('g')?
(A) Thurstone's Group Factor Theory
(B) Spearman's Two-Factor Theory
(C) Thorndike's Multiple Factors Theory
(D) Gardner's Theory of Multiple Intelligences

250. Which of the following is a characteristic of a student-centered classroom?
(A) The teacher is the sole source of information.
(B) Students are passive recipients of knowledge.
(C) Learning is an active, constructive process.
(D) Communication is strictly one-way from teacher.

251. The 'scope' of educational psychology includes the study of:
(A) The physical infrastructure of schools.
(B) The political history of education policy.
(C) The financial management of school districts.
(D) The learner's development and individual differences.

252. A test designed to measure a person's potential for learning a foreign language would be an example of a(n):
(A) Specific aptitude test
(B) Achievement test
(C) General intelligence test
(D) Personality test

253. Read the following statements and select the correct option.
Statement I: High creativity is often associated with divergent thinking.
Statement II: High intelligence as measured by IQ tests is often associated with convergent thinking.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

254. An effective teacher is one who possesses pedagogical knowledge, which refers to:
(A) Deep knowledge of the subject matter being taught.
(B) Knowledge of how to manage a classroom effectively.
(C) Knowledge of school policies and procedures.
(D) Knowledge of the history of education.

255. The main idea of social learning theory is that learning occurs through:
(A) Observation and imitation of others.
(B) Genetic predisposition.
(C) Trial and error.
(D) Unconscious psychic conflicts.

256. The 'g' factor in Spearman's theory stands for:
(A) Group factor
(B) Genetic factor
(C) General factor
(D) Growth factor

257. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Cattell proposed that fluid intelligence (Gf) is biologically based and independent of culture and education.
Reason (R): Crystallized intelligence (Gc), in contrast, is the accumulation of knowledge and skills heavily influenced by one's culture and education.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

258. Which intelligence test is comprised of a series of non-verbal puzzles that require the completion of a pattern?
(A) Stanford-Binet
(B) Wechsler Adult Intelligence Scale
(C) Raven's Progressive Matrices
(D) A multi-aptitude battery

NODIA

216. The two main factors in Spearman's theory of intelligence are:
(A) Fluid and Crystallized
(B) Verbal and Performance
(C) Social and Abstract
(D) General ('g') and Specific ('s')

217. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The Wechsler Intelligence Scales yield a Full Scale IQ, as well as Verbal and Performance IQs.
Reason (R): This multi-score approach is useful for identifying patterns of cognitive strengths and weaknesses in an individual.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

218. A teacher wants to improve his teacher effectiveness, specifically in the area of student engagement. Which action should he prioritize?
(A) Covering more textbook chapters per week.
(B) Incorporating interactive student-centered activities.
(C) Making the final exam more difficult.
(D) Spending less time on classroom management.

219. The theory that intelligence is composed of several distinct "primary mental abilities" was proposed by:
(A) Spearman
(B) Binet
(C) Wechsler
(D) Thurstone

220. What does it mean to say that educational psychology has a 'scientific nature'?
(A) It uses objective methods like observation and experimentation.
(B) It relies on opinions and traditions.
(C) It is only concerned with the physical sciences.
(D) It is a branch of philosophy.

221. Which of the following is a key advantage of student-centered methods?
(A) They ensure the fastest possible delivery of factual content.
(B) They promote development of autonomy and critical thinking.
(C) They require minimal planning from the teacher.
(D) They are most effective for rote memorization.

222. A student learns the rules of grammar in her English class. According to Cattell, her ability to use these rules correctly in her writing primarily reflects:
(A) Fluid intelligence
(B) Crystallized intelligence
(C) Creative intelligence
(D) Perceptual speed

223. "Vicarious reinforcement" is a concept associated with which theory?
(A) Social Learning Theory
(B) Spearman's Two-Factor Theory
(C) Thurstone's Group Factor Theory
(D) Cattell's Fluid and Crystallized Theory

224. An effective teacher is most likely to view assessment as:
(A) A tool for punishing students.
(B) A final judgment of fixed ability.
(C) A process to gather feedback for instruction.
(D) A formality to be completed as quickly as possible.

225. Consider the following statements:
1. Student-centered learning often involves collaborative or group work.
2. Teacher-centered learning places the responsibility of learning primarily on the teacher.
3. The lecture method is a prime example of student-centered learning.

Which of the above statement(s) is/are correct?
(A) 1 only
(B) 1 and 2 only
(C) 2 and 3 only
(D) 1, 2, and 3

226. The ability to generate a large number of ideas in response to a prompt is known as creative:

Downloaded from www.pdf.tube

204. An effective teacher demonstrates all of the following qualities EXCEPT:
(A) A rigid and inflexible approach to teaching.
(B) Clarity of instruction.
(C) Enthusiasm for the subject.
(D) Strong classroom management skills.

205. The "originality" aspect of creativity refers to the:
(A) Number of ideas generated.
(B) Uniqueness and novelty of the ideas.
(C) Variety of categories the ideas fall into.
(D) Amount of detail in the ideas.

206. A test battery that provides scores on verbal, numerical, and abstract reasoning for career counseling is a:
(A) Specific aptitude test
(B) Multi-aptitude battery
(C) General intelligence test
(D) Personality inventory

207. Which statement best summarizes the find on the relationship between intelligence and creativity?
(A) Intelligence is necessary but not sufficient for creativity.
(B) They are identical constructs.
(C) They are completely unrelated.
(D) Creativity is necessary but not sufficient for intelligence.

208. In the Binet intelligence scales, the concept of "mental age" refers to:
(A) The test-taker's chronological age.
(B) The highest level of education completed.
(C) The average age at which individuals achieve a score.
(D) The test-taker's score on performance items.

209. Which of the following is NOT a behavioristic theory?
(A) Classical Conditioning
(B) Operant Conditioning
(C) Social Learning Theory
(D) Cattell's Theory of Intelligence

210. Read the following statements and select the correct option.
Statement I: Teacher-centered methods ensure that all students learn at the same pace and in the same way.
Statement II: Student-centered methods allow for differentiation and accommodate diverse learning styles and paces.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

211. The primary goal of educational psychology is to:
(A) Study the history of educational institutions.
(B) Improve education through psychological principles.
(C) Diagnose and treat severe mental illness.
(D) Develop new school administrative policies.

212. According to Thorndike's multiple factors theory, a person's ability to work skillfully with their hands on objects would be an example of:
(A) Abstract intelligence
(B) Social intelligence
(C) General intelligence
(D) Concrete intelligence

213. A high school student is given a test to see if she has the potential to be a good computer programmer. This is an example of a(n):
(A) Aptitude test
(B) Achievement test
(C) Personality test
(D) Interest inventory

NODIA

214. In a classroom, a teacher models enthusiasm and a positive attitude towards a difficult subject. According to social learning theory, this is likely to:
(A) Have no effect on student attitudes.
(B) Increase student anxiety about the subject.
(C) Lead to students adopting a similar attitude.
(D) Be less effective than direct punishment.

215. An artist who can generate a wide variety of images from a single stimulus is demonstrating a high degree of creative:
(A) Flexibility
(B) Elaboration
(C) Conformity
(D) Rigidity

(D) Latent learning

237. The creativity component that involves adding details to an idea is:
(A) Fluency
(B) Elaboration
(C) Flexibility
(D) Originality

238. Which intelligence theorist is credited with distinguishing between fluid and crystallized intelligence?
(A) Spearman
(B) Cattell
(C) Thurstone
(D) Binet

239. A teacher who consistently fails to create a positive learning environment and whose students show little progress lacks:
(A) Teacher effectiveness
(B) A teaching certificate
(C) Subject matter knowledge
(D) A multi-aptitude battery

240. Direct instruction is a method that is:
(A) Student-centered and inquiry-based.
(B) Collaborative and project-based.
(C) Teacher-centered and explicit.
(D) Unstructured and discovery-oriented.

241. A multi-aptitude battery is most useful for:
(A) Providing a single IQ score.
(B) Diagnosing mental health conditions.
(C) Measuring achievement in a single subject.
(D) Guiding individuals in vocational choices.

242. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The original Binet-Simon scale was developed to identify children with intellectual disabilities.
Reason (R): The scale was based on the idea of comparing a child's 'mental age' with their 'chronological age'.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

243. Which of the following statements about intelligence is INCORRECT?
(A) It involves the ability to adapt to one's environment.
(B) It is universally agreed to be a single, unitary ability.
(C) It can be influenced by both heredity and environment.
(D) It includes the capacity for abstract thought.

244. The contribution of psychology to education includes all of the following EXCEPT:
(A) Providing theories of learning and motivation.
(B) Developing methods for classroom management.
(C) Creating assessment tools like standardized tests.
(D) Determining the salary scales for teachers.

245. A student who can think of many different uses for a newspaper is demonstrating creative:
(A) Fluency
(B) Rigidity
(C) Elaboration
(D) Conformity

246. Social learning theory differs from classical behaviorism by:
(A) Denying that behavior can be learned.
(B) Focusing exclusively on animal subjects.
(C) Acknowledging the role of cognitive processes.
(D) Rejecting the concept of reinforcement.

247. Arrange the following teaching approaches from most teacher-centered to most student-centered.
1. Inquiry-based learning
2. Lecture
3. Direct instruction with guided practice
Which of the following represents the correct sequence?
(A) 1, 3, 2
(B) 2, 1, 3
(C) 2, 3, 1
(D) 3, 2, 1

248. The Wechsler scales provide a deviation IQ, which indicates:

Click Here to Buy book on Amazon

(C) Verbal comprehension
(D) Specific intelligence

294. Read the following statements and select the correct option.
Statement I: Social Learning Theory suggests that individuals can learn simply by observing the actions of others.
Statement II: This theory posits that cognitive processes such as attention and memory play no role in this type of learning.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

295. One of the primary characteristics of an effective teacher is the ability to:
(A) Make the subject matter understandable to students.
(B) Give the easiest possible tests.
(C) Adhere rigidly to a lesson plan regardless of confusion.
(D) Maintain a completely silent classroom.

296. The "Torrance Tests of Creative Thinking" are designed to measure:
(A) General intelligence ('g').
(B) Crystallized intelligence.
(C) Specific aptitudes for careers.
(D) Divergent thinking and creative abilities.

297. The primary difference between Spearman's and Thurstone's theories of intelligence is over the existence of:
(A) Specific factors ('s').
(B) A dominant general factor ('g').
(C) Fluid intelligence.
(D) Performance-based intelligence.

298. According to Spearman's theory of intelligence, the 'g' factor represents:
(A) A set of independent mental abilities
(B) A general intelligence underlying all cognitive tasks
(C) Knowledge gained through education
(D) Creative thinking ability

299. Which of the following best describes 'divergent thinking' in creativity?
(A) Finding one correct solution to a problem
(B) Memorizing information accurately
(C) Generating many possible ideas or solutions
(D) Following established rules strictly

300. In educational psychology, a student-centered teaching method mainly emphasizes:
(A) Teacher lectures and note-taking
(B) Active participation and learner involvement
(C) Strict discipline and memorization
(D) Completion of textbook exercises only

www.nodia.in

NODIA

259. Identify the teaching method that is student-centered.
(A) Lecture
(B) Problem-based learning
(C) Direct Instruction
(D) Rote Drilling

260. A key contribution of psychology to educational practice is the insight that:
(A) All students learn in the exact same way.
(B) Motivation is irrelevant to student achievement.
(C) The only valid form of assessment is the final exam.
(D) Understanding student development is crucial.

261. In the context of creativity, flexibility refers to the ability to:
(A) Generate different categories of ideas.
(B) Generate a large number of ideas.
(C) Generate unique and rare ideas.
(D) Add details to an idea.

262. What is the main difference between a specific aptitude test and a multi-aptitude battery?
(A) A specific test is for adults; a battery is for children.
(B) A specific test measures achievement; a battery measures aptitude.
(C) A specific test measures one area; a battery measures several.
(D) A specific test is a group test; a battery is individual.

263. Which theorist argued that intelligence is a multitude of specific abilities and that there is no overarching 'g' factor?
(A) Thorndike
(B) Spearman
(C) Binet
(D) Wechsler

264. "Teacher effectiveness" is most accurately judged by:
(A) The teacher's seniority.
(B) The tidiness of the classroom.
(C) The teacher's popularity on social media.
(D) The teacher's impact on student growth.

265. According to social learning theory, when a child stops hitting others after seeing a classmate get punished for hitting, what has occurred?
(A) Direct punishment
(B) Vicarious punishment
(C) Vicarious reinforcement
(D) Self-reinforcement

NODIA

266. A classroom where students are actively engaged in hands-on experiments and collaborative discussions is best described as:
(A) Teacher-centered
(B) Test-centered
(C) Student-centered
(D) Curriculum-centered

267. The theory that intelligence consists of seven primary mental abilities was put forth by:
(A) Cattell
(B) Spearman
(C) Wechsler
(D) Thurstone

268. An example of a verbal subtest on a Wechsler scale is:
(A) Vocabulary
(B) Block Design
(C) Picture Arrangement
(D) Object Assembly

269. Read the following statements and select the correct option.
Statement I: Educational psychology is a pure science focused on developing theories with no regard for application.
Statement II: Educational psychology is an applied science that seeks to use psychological knowledge to improve educational outcomes.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

270. The "threshold hypothesis" suggests that after a certain level of IQ is reached (around 120), the correlation between intelligence and creativity:
(A) Becomes strongly positive.
(B) Becomes very weak or negligible.
(C) Becomes strongly negative.
(D) Becomes perfect ($r = 1.0$).

271. A clerical aptitude test measuring speed and accuracy in checking names and numbers is a type of:
(A) Specific aptitude test
(B) Multi-aptitude battery
(C) General intelligence test
(D) Creativity test

272. Match List I with List II and select the correct answer using the codes given below.
List I: (Concept)
P. Mental Age
Q. 'g' and 's' factors
R. Primary Mental Abilities
S. Fluid and Crystallized
List II: (Theorist)
1. Cattell
2. Thurstone
3. Spearman
4. Binet
(A) P-4, Q-3, R-2, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-2, R-3, S-1
(D) P-3, Q-4, R-1, S-2

273. Which of the following is NOT a component of Bandura's observational learning?
(A) Attention
(B) Retention
(C) Motivation
(D) Classical Conditioning

274. The most significant advantage of student-centered instruction is that it:
(A) Guarantees uniform results for all students.
(B) Is the quickest way to cover a large curriculum.
(C) Fosters deeper understanding and critical thinking.
(D) Requires less work from the teacher.

275. Consider the following scenario and answer the question below.
A school principal wants to evaluate teacher effectiveness. Which piece of evidence would be most valuable?
(A) A survey of which teachers are liked by students.
(B) Data showing student growth on assessments.
(C) The number of years each teacher has served.
(D) The neatness of the teachers' lesson plans.

276. The distinction between 'g' and 's' factors of intelligence was made by:
(A) Binet
(B) Thurstone
(C) Cattell
(D) Spearman

277. A person's knowledge of vocabulary and general information is a good indicator of their:
(A) Crystallized intelligence
(B) Fluid intelligence
(C) Perceptual speed
(D) Spatial visualization

278. The main focus of Educational Psychology is on:
(A) The philosophical underpinnings of education.
(B) The history of educational systems.
(C) The application of psychology to teaching.
(D) The architectural design of learning spaces.

279. The lecture method is an example of a _____ approach.
(A) teacher-centered
(B) student-centered
(C) inquiry-based
(D) discovery learning

280. The unique feature of the Wechsler scales when they were first developed was the inclusion of:
(A) The concept of mental age.
(B) A single score representing overall intelligence.
(C) Items designed only for highly gifted individuals.
(D) Separate scales for verbal and performance abilities.

281. In divergent thinking tasks, "originality" is scored based on the ____ of the responses.
(A) quantity
(B) statistical rarity
(C) variety
(D) level of detail

282. A test that measures a person's potential to succeed in a variety of occupations is likely a(n):
(A) Specific aptitude test

Downloaded from www.pdf.tube

(B) Achievement test
(C) Multi-aptitude battery
(D) Final exam

283. In social learning theory, a person's belief in their own ability to succeed in a specific situation is called:
(A) Self-esteem
(B) Vicarious reinforcement
(C) Negative reinforcement
(D) Self-efficacy

284. Which of the following is a key component of teacher effectiveness?
(A) The ability to manage the classroom environment.
(B) The ability to ignore individual student needs.
(C) The ability to use only one teaching method.
(D) The ability to finish the textbook by mid-year.

285. Consider the following statements about intelligence and creativity:
1. A high IQ score is sufficient to ensure high creativity.
2. Creativity involves producing work that is both novel and useful.
3. Convergent thinking is more closely related to creativity than divergent thinking.

Which of the above statement(s) is/are correct?
(A) 2 only
(B) 1 and 2 only
(C) 3 only
(D) 1, 2, and 3

286. The 's' in Spearman's two-factor theory refers to:
(A) Social intelligence
(B) Specific abilities
(C) Spatial abilities
(D) Symbolic abilities

287. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Student-centered methods like Project-Based Learning can be more time-consuming than teacher-centered methods.
Reason (R): They require time for student exploration, collaboration, and creation, rather than just passive reception of information.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

288. Which of the following is NOT a benefit of applying educational psychology?
(A) Helping teachers understand individual differences.
(B) Providing a basis for selecting strategies.
(C) Offering insights into student motivation.
(D) Guaranteeing that all students achieve high scores.

NODIA

289. The Wechsler Intelligence Scale for Children (WISC) is appropriate for:
(A) Adults only
(B) Preschoolers only
(C) All age groups with one test
(D) School-age children

290. The theory that intelligence is composed of a hierarchy with 'g' at the top and more specific abilities below it is compatible with:
(A) Thorndike and Thurstone
(B) Binet and Wechsler
(C) Spearman and Cattell
(D) Bandura and Skinner

291. A key criticism of traditional intelligence tests is their potential for cultural bias. Which test was designed specifically to minimize this issue?
(A) Stanford-Binet
(B) Raven's Progressive Matrices
(C) Wechsler Adult Intelligence Scale
(D) Thorndike's CAVD test

292. In a classroom, collaborative learning where students work in groups to solve a problem is a hallmark of:
(A) A teacher-centered approach
(B) Direct instruction
(C) Rote memorization
(D) A student-centered approach

293. The ability to reason with novel problems, independent of schooling and culture, is called:
(A) Fluid intelligence
(B) Crystallized intelligence

(A) Flexibility
(B) Elaboration
(C) Fluency
(D) Originality

227. A test that includes sections on clerical perception, mechanical reasoning, and space relations would be best described as a:
(A) Stanford-Binet intelligence test
(B) Multi-aptitude battery
(C) Specific aptitude test for music
(D) Test of creativity

228. The primary purpose of Raven's Progressive Matrices is to measure intelligence:
(A) Using a wide range of verbal tasks.
(B) By assessing a person's accumulated vocabulary.
(C) Through tasks that require social interaction.
(D) In a way that minimizes language influence.

229. Read the following statements and select the correct option.
Statement I: Thorndike's multiple factors theory proposed a single, overarching general intelligence ('g') factor.
Statement II: Spearman's two-factor theory posited that intelligence is made up of a general factor ('g') and numerous specific factors ('s').
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

230. In social learning theory, for a person to successfully perform a modeled behavior, they must have the physical and cognitive capabilities to do so. This is the process of:
(A) Attention
(B) Retention
(C) Reproduction
(D) Motivation

231. An ineffective teacher might be characterized by:
(A) Vague instructions and inconsistent expectations.
(B) A clear and organized presentation of material.
(C) A positive and encouraging classroom atmosphere.
(D) The use of multiple methods to assess student learning.

232. Match List I with List II and select the correct answer using the codes given below.
List I: (Intelligence Test)
P. Binet Test
Q. Wechsler Scale
R. Raven's Progressive Matrices
S. Thorndike's CAVD
List II: (Key Feature)
1. Performance and Verbal Scales
2. Non-verbal reasoning with matrices
3. Measurement of abstract intelligence
4. Concept of Mental Age
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-1, R-2, S-3
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-1, R-4, S-3

233. The study of teacher effectiveness, learning processes, and student development are all part of the _____ of educational psychology.
(A) history
(B) scope
(C) fallacy
(D) termination

234. Which of the following classroom practices aligns best with student-centered principles?
(A) The teacher talks for the majority of the class time.
(B) All students must complete the exact same assignment.
(C) Students are given choices in how they demonstrate learning.
(D) The curriculum is rigid and does not allow for student questions.

235. A veteran chess master's deep knowledge of strategies and openings is a prime example of:
(A) Fluid intelligence
(B) General 'g' factor
(C) Perceptual speed
(D) Crystallized intelligence

236. The idea that people learn by watching others is called:
(A) Observational learning
(B) Classical conditioning
(C) Operant conditioning

Click Here to Buy book on Amazon

ANSWERS

1. (B) The capacity to acquire and apply various skills and knowledge.
In a psychological framework, intelligence represents the complex ability of an individual to gather information and effectively utilize that knowledge to solve various problems or adapt to new situations. This broad definition encompasses the capacity for reasoning, understanding abstract concepts, and learning from experience, going beyond simple academic performance or rote memorization of factual information during a student's life.

2. (A) Intelligence is a monolithic ability that remains fixed over a lifetime.
Modern psychological research contradicts the notion that intellectual ability is a single, unchanging entity fixed at birth. Instead, intelligence is viewed as dynamic, influenced by environmental factors, education, and various life experiences over time. It involves multiple cognitive facets, such as abstract reasoning and adaptation, which can fluctuate rather than remaining a rigid, monolithic capacity throughout an individual's whole lifetime.

3. (C) To identify children who needed special educational assistance.
Developed in early twentieth-century France, this assessment tool was specifically designed to help educators distinguish between children who could succeed in traditional classrooms and those requiring specialized educational support. The scale focused on practical tasks and reasoning rather than academic knowledge, aiming to ensure that students with learning difficulties received the appropriate pedagogical intervention for their specific developmental level.

4. (D) Statement I is false, but Statement II is true.
While traditional scoring provides an overall intelligence measure, the Wechsler instruments specifically utilize multiple sub-scores to capture a more detailed cognitive profile. These assessments generate separate results for verbal comprehension and performance-based abilities, allowing clinicians to identify specific strengths and weaknesses. Providing only a single numerical value would overlook the nuanced differences between these distinct and independent human cognitive domains.

5. (C) Raven's Progressive Matrices
This specific cognitive assessment utilizes abstract visual patterns and geometric sequences to evaluate logical reasoning without relying on language or specific cultural knowledge. By requiring individuals to identify the missing piece in a matrix, it measures fluid intelligence effectively. This design minimizes the impact of linguistic background or formal education, making it a valuable tool for cross-cultural psychological evaluations.

6. (B) Raven's Progressive Matrices
Completing a series of visual patterns by identifying missing elements is a core feature of non-verbal reasoning assessments. This task specifically evaluates an individual's ability to recognize relationships and patterns within abstract figures. Because the test does not require verbal responses or prior academic knowledge, it serves as a robust measure of an individual's innate logical and fluid processing capabilities.

7. (D) Specific abilities required for particular tasks.
Within the two-factor framework, while the general factor represents an overarching cognitive capacity, the specific factor refers to the unique skills required for individual tasks. Performance on a particular test depends on both a person's general mental energy and their competence in that specific area, such as mathematical calculation or verbal fluency. These factors remain distinct across different psychological tests.

8. (D) 1, 2, and 3
Psychometric research has produced several key frameworks. One theory emphasizes a single underlying mental power, while another identifies seven independent primary mental abilities. Furthermore, distinguishing between

NODIA

innate reasoning and acquired knowledge has been crucial for understanding how intelligence changes with age. Together, these theories provide a comprehensive view of cognitive structure, ranging from general factors to specific and learned information.

9. (C) General Intelligence ('g' factor)
The group factor theory identifies seven distinct mental capacities, such as word fluency, numerical ability, and spatial visualization. Unlike earlier models that focused on a single universal power underlying all mental tasks, this approach argues that intelligence consists of separate, independent modules. Therefore, a general, overarching factor is excluded from this specific list of primary mental components used for testing.

10. (C) A is true but R is false.
The assertion accurately notes that performance on intellectual tasks involves two distinct factors within a specific theoretical framework. However, the reasoning incorrectly identifies these as fluid and crystallized components. Those specific categories were actually proposed later by a different theorist to describe distinct types of knowledge and reasoning, rather than being the original components of the two-factor model.

11. (D) Intelligence is a cluster of numerous separate, independent abilities.
This perspective rejects the existence of a single, central intelligence factor. Instead, it posits that mental ability consists of a vast number of independent, highly specialized elements. Every intellectual act involves a specific combination of these many factors. Consequently, intelligence is seen as an aggregate of various separate capacities, which might include mechanical, social, or abstract reasoning skills working independently.

12. (B) Fluid intelligence
This cognitive component involves the capacity to think logically and solve problems in unique situations, regardless of previously acquired information. It encompasses inductive and deductive reasoning and is generally considered to be biologically based rather than learned. This ability typically peaks during early adulthood and gradually declines, contrasting with the accumulation of facts and skills gained through formal academic education.

13. (C) Crystallized intelligence
Intellectual achievement involving the use of stored information, vocabulary, and learned procedures represents a specific cognitive domain. This capacity increases over the lifespan as individuals gain more experience and formal schooling. It allows for the application of established knowledge to familiar tasks, such as solving mathematical equations using known rules or reciting historical data acquired through previous professional study.

14. (D) Wechsler - Verbal and Performance Scales
Professional cognitive assessments often utilize a structure that differentiates between language-based skills and non-verbal, practical tasks. This dual approach provides a more comprehensive view of an individual's mental functioning compared to earlier models. By measuring both verbal comprehension and performance abilities, these scales can identify specific patterns of intellectual capability that might be obscured by a single score.

15. (A) P-3, Q-2, R-4, S-1
Different psychological frameworks provide various tools for understanding cognition. These include the early concept of comparing chronological age to mental performance and the identification of seven primary mental abilities. Other models emphasize a central general factor or the distinction between biologically-based reasoning and acquired knowledge. Matching these historical figures to their specific conceptual contributions is essential for grasping development.

16. (B) Intelligence is necessary for creativity, but not sufficient.
Empirical evidence suggests that while a certain baseline level of cognitive ability is required to engage in creative work, scoring extremely high on traditional intelligence tests does not guarantee creative success. Creativity involves divergent thinking and novel problem-solving, which are distinct from the convergent thinking measured by standard assessments. Thus, intelligence provides the foundation, but other factors drive output.

Downloaded from www.pdf.tube

17. (B) Potential for acquiring a particular skill or knowledge.
These specialized assessments are designed to predict a person's future performance in a specific area rather than measuring what they have already learned. By evaluating innate strengths and predispositions, these tests can determine how well an individual might acquire new skills through training. This makes them distinct from achievement tests, which focus strictly on past learning and current knowledge.

18. (A) It provides a profile of abilities across various aptitude domains.
Rather than focusing on a single specialized skill, these comprehensive assessment tools evaluate a person across several different areas, such as verbal reasoning, spatial perception, and numerical ability. The resulting data provides a nuanced profile that highlights relative strengths and weaknesses. This multifaceted approach is particularly useful for vocational guidance, as it shows potential across a wide range of fields.

19. (C) Specific aptitude test
When an assessment focuses on a narrow set of skills required for a particular occupation, it is categorized as a targeted measure of potential. Such tests evaluate specialized abilities like hand-eye coordination or spatial orientation, which are critical for tasks like flying an aircraft. These differ from general batteries by concentrating exclusively on the specific competencies needed for professional aeronautical success.

20. (D) Divergent thinking
Creative problem-solving fundamentally relies on the ability to generate multiple, varied possibilities from a single starting point. This process contrasts with the focused, logical path used to find a single correct answer. By exploring numerous directions and making unconventional connections, individuals can produce original and useful ideas. This expansive cognitive style is the hallmark of the creative mental process.

21. (C) Fluency
In the study of creative cognition, the ability to rapidly produce a large quantity of relevant ideas is a primary metric. When asked to generate numerous alternative functions for a common object, the total number of valid responses indicates how productive the individual's thought process is. This specific measure focuses on the volume of output rather than variety or uniqueness.

22. (C) Statement I is true, but Statement II is false.
Producing novel and appropriate work is the standard definition of the creative process. However, conventional intelligence scales are primarily designed to measure convergent thinking and logical reasoning, which are not direct indicators of creative potential. While creative individuals often possess high intelligence, standard tests lack the components necessary to adequately capture and evaluate the complexity of original thinking.

23. (B) An applied science using psychological principles in education.
This discipline functions as a practical field that takes established psychological theories and methods to address real-world issues within instructional settings. It focuses on understanding how humans learn and developing evidence-based strategies to improve educational outcomes. By bridging pure research and classroom practice, it provides teachers with scientific tools to enhance the learning environment for diverse groups of students.

24. (A) Prescribing pharmacological treatments for learning disabilities.
The field primarily focuses on the cognitive, social, and emotional aspects of learning and instruction within the school environment. While professionals may identify learning disabilities or behavioral issues, medical interventions involving medication fall strictly within the domain of psychiatry or clinical medicine. Educational psychologists instead provide instructional strategies, assessment, and developmental guidance to support students through pedagogical and psychological means.

25. (A) Both A and R are true and R is the correct explanation of A.
Understanding the characteristics of the learner and the mechanics of the learning process is a fundamental requirement for effective teaching. Educational psychology provides this necessary scientific framework to optimize instructional methods. By applying these psychological

NODIA

79. (A) "Given a single circle, draw an object and add detail."
This specific component of original thought involves the ability to expand upon a basic idea and make it more complex and complete. A task that requires a student to take a simple shape and transform it into a highly detailed image directly measures this skill. It differs from simply listing many ideas or switching between different categories of thought.

80. (B) Spearman emphasized a 'g' factor while Thurstone emphasized group factors.
The core debate between these two researchers centered on whether intelligence is a single universal power or a collection of several independent capacities. One believed that a central mental energy influenced all intellectual performance, while the other argued that we should focus on seven distinct primary mental abilities. This disagreement shaped much of the early history of psychological testing.

81. (B) The innate, biological basis for individual mathematical ability.
This theoretical framework is excellent for understanding how students pick up social cues, behaviors, and attitudes by watching their peers and teachers. However, it does not address the internal, genetic predispositions that might influence a person's natural talent for specific subjects like math. Such biological factors fall outside the scope of a theory focused on environmental and social influences.

82. (A) It is designed to be culture-fair using non-verbal, abstract figures.
This assessment tool is unique because it avoids using language or specific cultural knowledge, making it more equitable for diverse populations. By using only visual patterns and geometric shapes, it focuses on measuring the individual's innate logical reasoning and problem-solving skills. This design makes it a widely used instrument for evaluating fluid intelligence in international and multicultural settings.

83. (A) Both Statement I and Statement II are true.
Learning from a social environment through observation is a key principle of modern psychological theory. Furthermore, early forms of this tradition deliberately excluded internal mental processes, focusing only on observable responses to stimuli. Recognizing both the power of modeling and the limitations of strict behavioral models is essential for understanding how psychological thought has evolved to include cognitive factors.

84. (D) Raymond Cattell
This researcher proposed that human intelligence can be divided into two main categories: one that represents innate reasoning and the ability to solve new problems, and another that represents the store of knowledge gained through experience. This model helps explain why certain cognitive skills decline with age while others continue to grow throughout a person's life and professional career.

85. (A) P-3, Q-1, R-4, S-2
Human mental activities can be categorized based on the cognitive processes they require. Solving a new puzzle uses innate logic, while remembering facts draws on stored knowledge. Coming up with many solutions demonstrates expansive thought, and learning by watching others is a social process. Correctly identifying these links shows a deep understanding of the diverse facets of human learning.

86. (B) Teacher effectiveness
A hallmark of a highly skilled educator is the ability to adapt their instructional methods to the specific requirements of their students and the content being taught. Rather than using the same approach for everyone, effective teachers use a wide range of techniques to ensure that all learners can succeed. This flexibility is a key indicator of professional competence.

87. (D) Students work in groups to research a topic of choice.
When learners are given the freedom to choose their own subjects and collaborate with peers to investigate them, they take ownership of their education. This shift from passive listening to active inquiry is the core of this pedagogical approach. It encourages students to develop research skills, cooperation, and critical thinking while the teacher acts as a guide.

Click Here to Buy book on Amazon

34. (A) Cognitive processes like attention and memory.
While traditional behavioral models focused almost exclusively on external stimuli and observable responses, this expanded theory recognizes that internal mental states are essential for learning. It argues that for someone to learn from a model, they must actively process information, pay attention, and store the details for future use. This bridge between behavior and cognition defines this modern perspective.

35. (B) P-2, Q-1, R-4, S-3
Instructional strategies are often categorized based on who directs the activity. Traditional approaches like formal lectures and structured, step-by-step guidance place the instructor at the center of the process. In contrast, modern techniques like hands-on projects and investigation-led activities empower students to take the lead. Identifying these differences is crucial for selecting the most appropriate tool for a lesson.

36. (D) Knowledge is transmitted directly from expert to novice.
In this traditional instructional model, the educator acts as the primary source of information and authority within the classroom. The focus remains on the delivery of pre-selected content, which students are expected to receive and internalize. This approach emphasizes the one-way flow of expertise from the teacher to the learners, prioritizing efficiency in disseminating factual data over exploration.

37. (C) Lecture method
Certain pedagogical techniques emphasize active exploration, problem-solving, and collaboration among pupils to foster deep understanding. However, traditional approaches that involve an instructor speaking at length to a passive audience remain focused on the teacher's delivery of information. These methods do not prioritize the learner's individual discovery or control over the pace and direction of the instructional process.

38. (B) Facilitator and co-learner.
Rather than acting as the sole authority and source of all knowledge, the educator in this setting supports students as they explore concepts. The teacher creates the conditions for learning, provides resources, and guides the process while often participating in the inquiry alongside the students. This shift empowers learners to take responsibility for their own education and promotes critical thinking.

39. (A) Both Statement I and Statement II are true.
Traditional instructional models are frequently scrutinized for encouraging students to simply memorize facts without truly engaging with the material. Conversely, approaches that place the learner at the heart of the activity are celebrated for fostering independence and analytical abilities. Recognizing both the potential drawbacks of passive learning and the benefits of active engagement is essential for effective planning.

40. (A) A student-centered approach like problem-based learning.
To develop the ability to analyze information and solve complex issues, students must be actively involved in the learning process. Methods that present learners with authentic challenges and require them to investigate solutions are far more effective than those relying on direct instruction. This active engagement encourages students to use higher-order cognitive skills and apply their knowledge in meaningful ways.

41. (C) Stanford-Binet Test
Early attempts to quantify intellectual ability relied on comparing an individual's level of mental performance with their actual age in years. This innovative metric was a fundamental part of the scoring system used in a famous revision of the original French scale. By dividing this score by the person's real age, researchers could determine a standardized quotient of intelligence.

42. (A) Associative Memory - Ability to solve novel, abstract problems.
The group factor theory defines several distinct mental capacities. One specific ability involves the retention and recall of paired items or learned materials. However, solving entirely new and abstract problems is categorized under reasoning rather than memory. Correctly identifying the function of each primary mental ability is necessary to understand how this theory maps different facets of human performance.

Downloaded from www.pdf.tube

61. (C) "How would the world be different if humans could fly?"
Promoting original thought requires prompts that do not have a single correct answer and instead encourage students to explore many possibilities. Questions that ask for imaginative scenarios or unusual connections force learners to use divergent thinking. This contrasts with factual inquiries that rely on simple recall, which only assess memory and provide no room for innovative or personal expression.

62. (D) Educational and vocational guidance.
These comprehensive assessment tools are most valuable for helping individuals understand their relative strengths across a wide array of potential skills. By providing a profile of different abilities, the results can point toward specific careers or academic paths that best suit the person's natural talents. This makes them far more useful for long-term planning than a single intelligence score.

63. (A) It is a completely non-verbal test.
While this pioneering assessment tool was groundbreaking for its use of mental age and its subsequent revisions for different populations, it relied heavily on language-based tasks. It was originally designed to evaluate children's reasoning and verbal comprehension within an educational context. It was not until later that other researchers developed purely visual, non-verbal matrices to measure intelligence.

64. (B) Apply principles of learning to improve instruction.
The main value of this field lies in its ability to take scientific findings about human cognition and motivation and use them to enhance classroom practice. By understanding how students process information, teachers can make better decisions about their teaching strategies. This application of psychological theory ensures that instruction is more effective, inclusive, and grounded in evidence rather than tradition.

65. (B) Low Spatial Visualization and high Verbal Comprehension.
The group factor theory posits that individuals can possess high levels of skill in one area while lacking it in another. Excelling in activities that require word-based reasoning and language suggests strong linguistic ability. Conversely, difficulty with geometric shapes and patterns indicates a weakness in the ability to mentally manipulate objects in space. These capacities are seen as independent.

66. (A) Emphasis on individual discovery and construction of knowledge.
In this pedagogical model, the focus shifts from the teacher's delivery of facts to the learner's active engagement with the material. Students are encouraged to explore concepts, ask questions, and build their own understanding through meaningful activities. This approach prioritizes personal growth and critical thinking, allowing for a more flexible and interactive classroom where knowledge is developed.

67. (C) One can learn by observing others being rewarded for a behavior.
Learning in a social context does not always require an individual to experience consequences directly. When someone sees a model receiving a positive response for a specific action, they are more likely to repeat that behavior themselves. This process allows people to anticipate the likely results of their own actions based on the successes or failures of others they observe.

68. (D) Thurstone's Group Factor Theory.
While some early models suggested that one universal mental power influenced all intellectual tasks, this alternative perspective argued that intelligence is composed of several distinct and independent capacities. By identifying seven primary mental abilities that do not necessarily correlate with a single central factor, this theory provided a more decentralized view of human cognitive potential and paved the way for models.

69. (C) Accuracy (correctness of ideas)
Creative assessments typically evaluate the volume of ideas, the variety of categories used, and the novelty of the responses. They also look at how much detail is added to a simple concept. However, these tasks are not concerned with whether an answer is objectively correct or incorrect. Instead, they focus on the expansiveness and uniqueness of the generative mental process.

NODIA

52. (D) A challenging, ill-structured problem.
In this active instructional model, the educational journey begins with a complex, real-world issue that does not have a simple, single answer. Students must identify what they already know and what they need to discover to address the situation. This approach shifts the focus from passive listening to active investigation, making the problem the central driver of instruction.

53. (C) Fluid intelligence
Research into cognitive development shows that the capacity to reason quickly and solve novel, abstract problems often reaches its peak in early adulthood and then begins a gradual decline. This biologically-based ability is more sensitive to the aging process than the accumulation of knowledge and verbal skills, which tends to remain stable or even increase as people grow older.

54. (A) Both Statement I and Statement II are true.
One major theory argues that a single universal power influences performance across all mental tasks. Conversely, a different perspective suggests that intelligence is actually composed of a vast number of independent and highly specific connections. Understanding these opposing views is fundamental to the study of psychometrics, as they represent the classic debate between unitary and multi-factored models of cognition.

55. (B) 2 only
Authentic original thought is defined by the production of ideas that are both innovative and practical within a specific context. Contrary to common myths, this ability is not restricted to the arts and relies primarily on expansive, divergent thinking rather than a single logical path. Recognizing that creativity requires both novelty and utility is essential for accurately identifying it.

56. (A) Use of varied assessment techniques to monitor student progress.
High-quality instruction requires the use of multiple methods to monitor student progress and adjust teaching accordingly. Teachers who lack clarity, maintain poor classroom order, or exhibit a negative attitude fail to support their students' growth. In contrast, utilizing diverse evaluations is a hallmark of professional competence and effectiveness, as it ensures the educator understands the diverse learner needs.

57. (C) Fluid intelligence
This specific theory of intelligence identifies three distinct domains: dealing with abstract symbols, handling concrete physical objects, and navigating social interactions. While other models include categories for innate reasoning and problem-solving, this framework focuses on these practical and conceptual categories. Therefore, the distinction between biologically-based and acquired intellectual components is not a part of this particular multi-factored model.

58. (A) It promotes passivity in students.
This traditional teaching approach relies on the one-way delivery of information from the instructor to the audience. Because students are primarily required to listen and take notes, they have fewer opportunities to actively engage with the material or develop critical thinking skills. This lack of interaction often leads to lower levels of retention and less meaningful connection to the content.

59. (D) Below a certain IQ level, the two are correlated, but not above it.
This psychological concept suggests that a minimum level of intellectual ability is necessary for creative achievement to occur. Once an individual reaches this baseline, typically around an IQ of 120, additional increases in intelligence no longer significantly predict higher levels of creativity. At this point, other factors like personality and motivation become more important drivers of original and innovative.

60. (C) P-4, Q-1, R-2, S-3
Various cognitive frameworks have introduced specific metrics and structures. These range from early measures of mental performance relative to age to complex batteries that provide separate scores for different types of abilities. Other influential models emphasize either a single general factor or a set of independent mental capacities. Linking these core concepts to their respective theorists is vital for psychometrics.

Click Here to Buy book on Amazon

43. (D) Behavioristic Learning Theory
The principle that specific consequences can increase the frequency of a desired action is a cornerstone of a major psychological tradition. When an educator provides positive feedback to encourage students to stay focused, they are applying the mechanics of conditioning. This perspective emphasizes how environmental responses shape and maintain observable behaviors through a predictable cause-and-effect relationship in the classroom.

44. (B) Block Design
Comprehensive intelligence assessments include tasks that do not rely on language or general knowledge. One such activity requires individuals to replicate specific geometric patterns using colored cubes. This task measures non-verbal reasoning, spatial visualization, and motor coordination. Unlike vocabulary or information tests, which assess acquired knowledge, this subtest evaluates the ability to solve practical, visual problems in a timed environment.

45. (A) Both A and R are true and R is the correct explanation of A.
Assessing an individual's innate ability to solve novel problems is a key goal in psychometrics. Because this specific test uses abstract visual matrices, it bypasses the need for language or formal schooling. By requiring logical deduction to complete complex patterns, the instrument provides an accurate measure of biologically-based reasoning capacity, fulfilling the standard definition of fluid intelligence in theory.

46. (D) The range of topics and issues it addresses.
When discussing the boundaries of a scientific field, this term describes the various subjects and practical concerns that the discipline investigates. In this context, it covers everything from student development and learning theories to classroom management and assessment methods. Understanding the full breadth of these addressed topics allows educators to see how the field applies to every classroom aspect.

47. (A) Flexibility
A vital component of original thought is the capacity to move between different categories or conceptual frameworks when faced with a problem. Rather than getting stuck in one perspective, creative individuals can adapt their approach and explore varied directions. This specific mental agility allows for a broader range of solutions and is a key metric in assessing divergent thinking potential.

48. (B) Clearly stating objectives and providing step-by-step demonstrations.
This highly structured pedagogical approach centers on the teacher as the primary source of guidance and information. The instructor breaks down complex skills into small, manageable parts and presents them explicitly to the class. By following a clear sequence of modeling and practice, the educator ensures that all students receive the same foundational knowledge in a systematic and efficient manner.

NODIA

49. (B) The learner must be able to remember the observed behavior.
For an individual to successfully replicate an action they have witnessed, they must first process the information and store a mental representation of it. Without the ability to recall the steps and details of the model's performance, the learning process cannot proceed to actual imitation. This cognitive requirement highlights why this theory differs from simpler forms of behavioral conditioning.

50. (A) 4, 2, 1, 3
The development of cognitive assessment began with early metrics like mental age, followed by the identification of a general intelligence factor. Later research expanded into identifying multiple primary abilities and eventually distinguished between innate reasoning and acquired knowledge. Following this historical progression reveals how psychological understanding has evolved from simple numerical scores to complex, multi-faceted models of functioning.

51. (C) Aptitude tests are forward-looking while achievement tests are backward-looking.
The primary distinction between these two types of assessments lies in their temporal focus. One is designed to predict an individual's future potential and capacity to learn new skills in the future. In contrast, the other measures what a person has already accomplished and learned in the past. This difference makes them suitable for different purposes in educational guidance.

70. (C) A is true but R is false.
Traditional instructional methods are indeed useful for quickly presenting a large volume of factual content to a large audience. However, these approaches are often criticized for their failure to involve students in high-level analytical thinking or group work. Instead of active engagement, they typically result in passive listening, which is the opposite of the collaborative problem-solving described in reasoning.

71. (D) Crystallized intelligence
This specific cognitive domain represents the depth and breadth of information a person has acquired through their education and life experiences. It includes vocabulary, factual knowledge, and the ability to apply learned skills to familiar situations. Unlike the capacity for abstract reasoning in novel contexts, this type of intelligence tends to grow and remain stable as an individual gets older.

72. (A) Multidimensional, involving various professional skills.
Being a successful educator is a complex task that requires more than just knowing a subject well. It involves a combination of pedagogical knowledge, classroom management, the ability to motivate diverse learners, and the skill to assess progress accurately. Because it depends on so many different factors, it cannot be reduced to a single personality trait or simple numerical metric.

73. (C) Provided a detailed profile of cognitive strengths.
These assessment tools were innovative because they moved away from providing a single, global intelligence score. By including distinct subtests for various mental functions, they allowed clinicians to see a person's relative strengths and weaknesses in different areas. This detailed information is far more useful for identifying specific learning needs than the simpler models used in earlier intelligence testing history.

74. (A) Learning should be relevant and connected to students' lives.
For education to be truly effective, it must be meaningful to the person receiving it. This approach emphasizes that students learn best when they can see the connection between the material and their own interests and experiences. By making the curriculum relevant, educators can increase motivation and help students develop a deeper, more permanent understanding of the concepts being taught.

75. (D) Spearman
This researcher used mathematical techniques to analyze how well people performed on various mental tests. He noticed that those who did well on one type of task often did well on others, leading him to conclude that a single, general mental energy powered all intellectual activities. This statistical approach was fundamental in the early development of modern intelligence testing theory.

76. (B) Wechsler scales have different versions for different age groups.
To ensure accuracy across the lifespan, researchers developed specific versions of their assessment tools for children, adolescents, and adults. This allows for age-appropriate tasks and norming, which is essential for valid comparisons. Using the same test for everyone would be inappropriate, as cognitive abilities and the type of knowledge expected change significantly as an individual matures and develops over time.

77. (C) Mechanical Reasoning Test
While some assessments aim to measure overall intellectual power or personality traits, others focus on a narrow, well-defined skill set. A test that specifically evaluates a person's understanding of physical principles and machinery is designed to predict success in technical fields. This targeted approach is much more efficient for career placement in specialized industries than a general intelligence measure.

78. (C) 1 and 3 only
In traditional classrooms, the instructor is the primary active participant who delivers information to the class. Conversely, modern approaches focus on the learner's active role, with the teacher moving into a supporting position. This shift means that students are no longer passive recipients but are instead encouraged to take charge of their own discovery and understanding of the material.

Downloaded from www.pdf.tube

principles, educators can create more efficient learning environments, which directly fulfills the primary mission of the field: enhancing the overall quality and success.

26. (A) The creation of theories on motivation and learning.
Psychological research provides the theoretical foundation for understanding how students internalize information and what drives their engagement with academic content. These insights allow educators to design curricula and teaching methods that align with human cognitive processes. Unlike physical infrastructure or administrative policies, these theories directly impact the interaction between teachers and students, fostering more effective and meaningful learning experiences.

27. (D) Recognize that students' learning is influenced by development.
Educators who apply psychological principles understand that students' cognitive and emotional capacities change as they mature. This awareness leads them to tailor instruction to the specific developmental stage of their pupils. By acknowledging that learning is not a static process, these teachers can provide age-appropriate challenges and support, ensuring that educational activities are effective and suitably matched to students.

28. (D) 1, 2, and 3
Scientific principles play a vital role in modern schooling by helping teachers set realistic goals based on individual student capabilities. Furthermore, psychology provides the tools for accurate performance evaluation and offers proven techniques for maintaining order and encouraging student interest. These integrated contributions ensure that the educational process is systematic, evidence-based, and focused on the holistic needs of learners.

29. (C) An interactive process using engagement to construct knowledge.
Effective learning involves much more than the simple reception of information from an instructor. It is a dynamic exchange where students actively participate and connect new concepts with their existing understanding. Through social interaction and mental engagement, learners build their own meaning rather than merely memorizing facts. This constructive approach ensures that the knowledge gained is more durable and useful.

30. (D) The measurable impact on student learning and development.
The true value of an educator is determined by the actual progress and growth exhibited by their students over time. While qualifications and popularity are noteworthy, they do not serve as primary indicators of professional success. Effectiveness is best assessed through concrete evidence of student achievement in both academic skills and personal development, showing that the instruction had a meaningful impact.

31. (A) Cattell's Theory of Intelligence
Many psychological frameworks focus on how environmental stimuli and reinforcement shape observable actions. These include models based on classical associations or the consequences of behavior. However, certain theories instead concentrate on the structure of human cognitive abilities and the nature of mental reasoning. Such models are psychometric or cognitive in nature, rather than being part of the behaviorist tradition.

32. (B) Observation, imitation, and modeling.
This influential perspective posits that individuals acquire many behaviors simply by watching the actions of others and the consequences that follow. Unlike theories that rely solely on direct personal experience or reinforcement, this approach highlights the power of social context. Learning is seen as a process of attending to models, retaining that information, and subsequently mimicking those observed behaviors.

33. (B) Observational learning
When an individual acquires a new social behavior by witnessing someone else perform it, they are engaging in a core cognitive process of modeling. This method of learning does not require the person to receive direct rewards or punishments. Instead, simply seeing the behavior in a social context allows the learner to understand and later replicate the specific social interaction.

NODIA

88. (A) Educational Psychology
This specialized field focuses on the scientific study of how people learn and the most effective ways to teach them in formal settings. It draws on various psychological theories to improve instruction, classroom management, and student assessment. By focusing specifically on the educational context, it provides the evidence-based strategies needed to help both teachers and students succeed.

89. (C) Provides a profile across various aptitudes.
While some assessments focus on a single, narrow skill, others are designed to measure a person's potential across many different areas at once. This results in a comprehensive set of scores that highlights an individual's relative strengths and weaknesses. This multifaceted data is particularly helpful for choosing a career path that matches a person's most prominent natural talents.

90. (A) Thorndike
This specific framework rejects the idea that a single general factor governs all mental tasks. Instead, it argues that intelligence is made up of a vast number of independent and highly specific connections between stimuli and responses. According to this view, being good at one thing does not necessarily mean an individual will be good at everything else.

91. (D) A teacher whose students show measurable growth in skills.
The most important measure of a professional educator's success is the tangible progress made by their students. While being popular or giving easy assignments might make a teacher well-liked, it does not indicate that learning is actually happening. True effectiveness is demonstrated when students show a clear increase in their knowledge and abilities as a result of instruction.

92. (B) Thorndike's Multiple Factors Theory
This perspective views the mind as a massive collection of specific and independent mental powers, each linked to a distinct neural pathway. It explicitly denies the existence of a single, central intelligence factor that influences all cognitive activities. This atomistic approach suggests that intellectual ability is the sum of many separate and specialized functions working together to solve problems.

93. (C) Flexibility
In the evaluation of original thought, the ability to shift between different mental frameworks or categories is a crucial metric. When an individual can look at a problem from many different perspectives rather than just sticking to one, they demonstrate high mental agility. This allows for a wider and more varied range of possible solutions to any given challenge.

94. (D) It may fail to develop students' critical thinking.
When instruction focuses exclusively on the one-way delivery of information, students are often relegated to a passive role. This prevents them from practicing high-level skills such as analysis, evaluation, and independent inquiry. Without opportunities to actively engage with the material and explore their own questions, learners may struggle to apply their knowledge in complex or novel situations.

95. (A) Both Statement I and Statement II are true.
Breaking down intelligence into distinct verbal and non-verbal components was a major advancement in psychological testing. This structure is particularly valuable because it can reveal significant gaps between an individual's language skills and their practical reasoning. Such discrepancies are often used by clinicians and educators to pinpoint specific learning disabilities that might not be apparent from a single score.

96. (B) It posits that behavior is solely determined by genetics.
This theory emphasizes that we learn by watching others and that our environment and thought processes play a huge role in shaping who we are. It strongly rejects the idea that our actions are entirely determined by our biological makeup. Instead, it explores the complex interaction between social models, personal cognitions, and external reinforcements that drive human behavior development.

97. (B) Spatial Visualization
Success in professions that require mental rotation and the manipulation of objects in

Click Here to Buy book on Amazon

concepts for themselves. This helps learners develop independence and a much deeper understanding of the material through their own personal inquiry.

116. (D) Fluid intelligence
The ability to think logically and solve complex problems in completely new situations, without relying on previously learned information, is a key mental capacity. This type of reasoning is essential for tasks like learning a new technical skill or finding innovative solutions to unique challenges. It represents a person's innate cognitive power rather than their store of acquired facts.

117. (A) Teacher as the primary source of knowledge.
In this traditional pedagogical model, the focus is entirely on the instructor who holds and distributes all the important information. Students are expected to listen quietly and learn the material as it is presented to them. This approach prioritizes the efficient delivery of content and places the teacher in the role of the ultimate authority within the classroom setting.

118. (C) A positive and applied science.
This field is characterized by its use of objective research methods to understand and improve the process of learning. It is not just a collection of opinions or historical facts, but a practical discipline that takes scientific principles and applies them to real-world educational problems. This makes it an essential tool for creating effective and evidence-based teaching strategies.

119. (A) Success in tasks like math, language, and logic.
This concept represents a single, universal mental power that influences a person's performance across many different types of cognitive activities. According to this theory, someone who has a high level of this general energy will likely do well in most intellectual areas, rather than just being good at one specific skill like playing music or remembering a list.

120. (D) Fluency
One way to measure original thought is to see how many relevant ideas a person can come up with in a short amount of time. This metric focuses on the total volume of ideas rather than how unique or detailed they are. A high score in this area shows that a person's mind is productive and can generate many possibilities.

121. (B) To measure potential across different abilities.
These comprehensive testing tools are designed to evaluate a person's natural talent in several different areas at once, such as verbal reasoning, numerical skill, and spatial perception. By providing a wide-ranging profile of these scores, the results can help individuals understand their relative strengths and weaknesses. This is extremely valuable for making informed decisions about future education and careers.

122. (C) Statement I is false, but Statement II is true.
The first version of this famous test was created for children in schools, not for adults in the military. Its most important innovation was the idea of comparing a child's mental performance to the average results for children of different ages. This allowed educators to see if a student was performing at, above, or below their expected developmental level.

123. (D) Educational psychology regarding active construction.
This discipline emphasizes that people learn best when they are actively involved in building their own understanding. When teachers use methods that encourage students to explore and solve problems, it naturally leads to higher levels of interest and participation. This approach aligns with the scientific principle that learning is a dynamic process of engagement rather than just passive reception.

124. (A) Student-centered method - Problem-based learning
Instructional techniques that require students to take the lead in investigating complex issues and finding their own solutions are focused on the learner. This contrasts with traditional methods where the teacher directs every step of the process. Correctly identifying which strategies empower students is essential for creating a modern classroom environment that fosters independence, critical thinking, and deeper understanding.

NODIA

information. It includes discussion, problem-solving, exploration, and the various cognitive steps involved in building understanding. Understanding these mechanics is essential for educators who want to create a classroom environment that truly supports and enhances student development.

107. (B) 2 and 3 only
Modern cognitive assessments often compare an individual's results to a large, representative sample of people in the same age group. Furthermore, certain tests are designed to be entirely non-verbal, using visual puzzles to measure reasoning without relying on language. These advancements ensure that evaluations are more accurate and inclusive, providing a better understanding of a person's true intellectual potential.

108. (A) Conformity
Original thought is characterized by the production of many ideas, the ability to shift between different categories, and the creation of unique or novel solutions. It also involves adding rich detail to simple concepts. However, following established rules and thinking like everyone else is the opposite of being creative. Therefore, sticking to traditional norms is not part of creativity.

109. (C) Statement I is false, but Statement II is true.
Knowing a subject deeply is important, but it is not the only thing that makes someone a great educator. Truly effective teachers must also know how to explain concepts clearly, keep the class focused, and inspire their students to learn. Without these practical teaching skills, even the most knowledgeable expert will struggle to help their students succeed in school.

110. (B) Vicarious reinforcement
This psychological phenomenon occurs when someone witnesses a model receiving a reward for a specific behavior and then becomes more likely to perform that same action themselves. It shows that people can learn about the likely consequences of their behavior without having to experience those consequences directly. This is a powerful way that social environments influence individual actions and behavior.

111. (A) Introducing a new topic and providing foundational information.
This traditional instructional approach is most effective when the goal is to give a large group of students the basic facts and background they need before they start more active learning. It allows the teacher to organize and present information clearly and efficiently. However, it is less useful for tasks that require students to think critically or solve.

112. (B) P-3, Q-4, R-1, S-2
The history of psychological testing is filled with researchers who proposed different ways of understanding the mind. Some focused on a single general factor, while others identified seven primary abilities. Still others distinguished between innate reasoning and acquired knowledge, or saw the mind as a massive collection of specific connections. Matching these individuals to their theories is essential for psychometrics.

NODIA

113. (D) Gc increases with life, while Gf peaks in adulthood.
One type of mental ability relies on biologically-based reasoning and problem-solving, which naturally begins to slow down as people age. In contrast, the other type represents the total amount of knowledge and verbal skill a person has gathered over time. Because we continue to learn throughout our lives, this store of information often remains strong or even grows.

114. (C) Determination of the school's annual budget.
While this field provides essential theories on how children develop and learn, as well as tools for assessment and classroom management, it does not deal with the financial or administrative aspects of running a school system. Budget decisions are made by administrators and policymakers, not by studying the cognitive or emotional processes of the students and teachers in school.

115. (B) Structure environments so students find their own answers.
In this active instructional approach, the educator does not simply give the students the facts they need to know. Instead, the teacher sets up the classroom and provides the resources so that students can investigate and uncover the

a person's spatial and motor abilities, which are distinct from the language-based skills measured by other parts.

154. (C) Intelligence is a prerequisite for creativity, but no guarantee.
Empirical evidence suggests that a certain level of mental ability is necessary for high-level original thought to occur. However, simply having a very high IQ score does not mean that a person will automatically be creative. Creativity involves unique ways of thinking and problem-solving that go beyond the logical, convergent reasoning measured by traditional tests of cognitive ability.

155. (D) Social learning theory is purely behavioristic with no cognition.
While many early models in this tradition focused only on observable actions and environmental responses, later theories expanded to include the role of internal mental processes. These newer perspectives argue that things like attention and memory are essential for learning, especially when watching others. Therefore, it is wrong to say that all theories in this group completely ignore thought.

156. (A) Assigning students to groups to debate different perspectives.
To make learning more active and meaningful, an educator can have students work together to explore complex historical issues. By participating in a debate, learners must research the facts, think critically, and communicate their ideas to others. This is far more engaging than just listening to a lecture or reading a chapter and answering a few simple questions.

157. (A) Both A and R are true and R is the correct explanation of A.
This discipline is defined by its practical focus on using scientific principles to solve real-world problems. It takes established psychological theories about how people learn and grow and uses them to create better teaching methods and classroom environments. By bridging the gap between research and practice, it provides educators with the evidence-based tools they need to improve outcomes.

158. (B) Valid methods for assessing student abilities and learning.
One of the most important ways this field has helped education is by developing scientific and reliable tools for measuring student progress. These assessments allow teachers to accurately see what their pupils have learned and where they might need extra help. This ensures that evaluations are fair and based on evidence, rather than just on an instructor's opinion.

159. (A) Spearman
This researcher believed that the core of human intelligence is the ability to see the connections between different things and apply those rules to new situations. This mental process was a fundamental part of his theory about a single, general factor that influences all cognitive performance. This focus on abstract reasoning helped shape the early development of testing.

160. (C) Behavioristic and social learning theories.
When an educator uses rewards and punishments to shape the actions of their students, they are applying principles from two closely related psychological traditions. These approaches emphasize how consequences from the environment influence future behavior. By understanding these mechanics, teachers can create a more positive classroom atmosphere and encourage students to stay on task and behave appropriately.

161. (D) A common norm group for comparing internal profiles.
When an individual takes several different tests that were all developed together, their scores can be compared more accurately. This allows educators to see a true profile of the person's relative strengths and weaknesses because every result is measured against the same standardized group. This is much more reliable than using a collection of separate tests from different.

162. (C) The test items get progressively more difficult.
This non-verbal assessment is designed so that the puzzles start out very simple and slowly become much more complex as the test-taker moves through the series. This structure allows the person to learn the logic of the test and then apply those rules to increasingly difficult

Downloaded from www.pdf.tube

125. (B) Behaviorism
This psychological perspective argues that all behavior and learning, including intellectual activity, can be explained as the result of external associations. According to this view, the mind is a vast collection of specific habits and connections formed between environmental signals and an individual's reactions. This rejected the idea of complex internal mental factors in favor of observable, learned patterns.

126. (B) Produce favorable student outcomes.
The true measure of an educator's quality is not how long they have been teaching or how quiet their class is, but the actual impact they have on their students' learning. When students consistently show progress in their knowledge and skills, it proves that the teacher's methods are working. This focus on results is the most reliable measurement.

127. (A) Both A and R are true and R is the correct explanation of A.
This framework is unique because it combines the focus on external environment found in one tradition with the emphasis on internal mental processes found in another. By acknowledging that things like attention and memory are essential for learning by observation, it provides a more complete picture of human behavior. It explains how we are influenced by society while thinking.

128. (C) Popularize deviation IQ based on normal distribution.
Rather than using a simple ratio based on age, these assessments compare an individual's score to the average performance of other people in the same age group. This method uses a statistical curve to show how far a person's results are from the norm. This approach provides a much more accurate and consistent way to measure intelligence across different groups.

129. (D) Originality
This aspect of original thought is measured by how rare or unusual a person's ideas are compared to everyone else's. While some people might come up with many common solutions, a creative person will generate answers that are truly novel and unexpected. This capacity is one of the most important components of high-level creative achievement and innovative problem-solving.

130. (C) All of the above
This field is broad and covers every aspect of the educational environment. It investigates how students grow and develop, the best ways to teach them, and the tools used to measure what they have learned. By studying all of these interconnected areas, the discipline provides a comprehensive scientific basis for improving schools and helping every student reach their potential.

NODIA

131. (B) Specific aptitude test
This type of assessment is designed to measure a person's potential for success in a single, well-defined area, such as technical work or engineering. By focusing on how well someone understands physical principles, the test can predict if they will be good at a specific career. This is different from tests that measure overall intelligence or broad skills.

132. (D) Thurstone's Group Factor Theory
This model suggests that human intelligence is not one single power, but a group of several distinct and independent capacities. These include things like verbal fluency, numerical skill, and spatial perception. According to this view, an individual can be very strong in one area while being average or weak in another, providing a more detailed picture of potential.

133. (A) Encourage passive learning rather than active engagement.
These traditional approaches are often faulted for placing students in a role where they just listen and absorb information without participating. This can lead to bored learners who only memorize facts for tests rather than truly understanding the material. Without the chance to explore or ask questions, students may fail to develop the critical thinking skills needed.

134. (C) Crystallized Intelligence
The group factor theory identifies several specific capacities like word fluency, numerical facility, and perceptual speed. However, certain other concepts that describe the store of learned knowledge and experience were proposed by different researchers in later years. Those ideas

are part of a separate model that distinguishes between innate reasoning and acquired information, rather than this specific list.

135. (A) 1 only
Comprehensive assessment tools use different sections to measure language skills and non-verbal reasoning. However, some common beliefs about other tests are incorrect; for example, certain instruments were designed to be non-verbal specifically to avoid language bias, and early testing was focused on identifying students who struggled rather than those who were gifted. Accurate knowledge is essential.

136. (A) Creates a positive and supportive learning environment.
A truly successful educator knows that students learn best when they feel safe, respected, and encouraged. By building a classroom atmosphere where everyone feels comfortable taking risks and asking questions, the teacher can significantly boost both motivation and achievement. This emotional and social support is just as important as the academic content for helping every student reach potential.

137. (B) A teacher demonstrates a procedure for students to imitate.
This theoretical framework emphasizes the power of modeling in the educational process. When an instructor shows students exactly how to do a task, the learners can acquire the new skill by carefully watching and then mimicking the observed actions. This is often more effective than just reading about a process or trying to learn it through trial.

138. (C) A minimum level of intelligence is necessary.
This psychological concept proposes that a baseline amount of mental ability is required before someone can produce truly original and innovative work. Once an individual reaches this point, usually around an IQ of 120, having even more intelligence does not necessarily make them more creative. Instead, other factors like personality and a person's willingness to take risks become important.

139. (D) Student-centered method
This pedagogical approach puts the learner in charge of investigating a complex and meaningful question over a long period. Instead of just listening to a teacher, students must research, collaborate, and create their own final product. This active involvement helps them develop a deep understanding of the subject while also practicing important skills like critical thinking, cooperation, and management.

140. (A) Crystallized intelligence
Tasks that require the use of vocabulary, grammar rules, and accumulated knowledge rely on a specific cognitive domain. This type of mental capacity represents the skills and information that a person has gained through their education and life experiences. It is essential for communication and academic achievement, and it tends to remain strong or even increase as people grow.

141. (B) Developmentally appropriate for the learner.
Insights from psychological research have taught educators that what students can learn depends on their age and stage of growth. This has led to the creation of curricula that are carefully matched to the cognitive and emotional abilities of the pupils at each grade level. This ensures that the material is neither too easy nor too difficult for them.

142. (A) P-2, Q-1, R-4, S-3
Original thought involves several distinct mental skills. These include the ability to produce a large volume of ideas and the agility to move between different categories of thought. It also requires the capacity to generate unique solutions and the skill to add rich detail to simple concepts. Correctly matching these terms to their definitions is vital for evaluating creativity.

143. (A) Wechsler's scales provide a profile, not just one score.
One major advancement in testing was the move from a single numerical result to a more detailed breakdown of different mental abilities. By providing separate scores for verbal and non-verbal skills, this newer approach allows educators and clinicians to see a complete picture of a person's cognitive strengths and weaknesses. This is much more helpful for planning support for.

Click Here to Buy book on Amazon

144. (C) Ensures rapid coverage of a wide range of factual content.
While active learning is great for building motivation, critical thinking, and a sense of ownership, it is often a slower process than traditional methods. Because it requires time for exploration and discussion, it is not the most efficient way to quickly get through a long list of facts. However, the understanding that students gain is usually much deeper.

145. (D) It rejected ruling factors for a multitude of abilities.
This framework was given this unusual label because it completely denied the existence of any single, central intelligence factor that governed all mental activities. Instead, it proposed that the mind is made up of a vast number of independent and highly specialized connections. This decentralized view suggested that intellectual performance is the result of many separate mental powers.

146. (C) Social learning theory
This influential perspective argues that a great deal of human behavior is acquired by watching others in a social context. By paying attention to what happens when someone else performs an action, an individual can decide whether or not to imitate that behavior themselves. This process allows for learning without the need for direct personal experience or individual trial and.

147. (B) 3, 2, 1
The history of mental testing began with early concepts of comparing performance to age levels. Soon after, researchers identified a general factor that seemed to influence all cognitive tasks. Later, more complex scales were developed that provided a detailed profile by distinguishing between verbal and performance-based skills. This progression shows how our understanding of human intelligence has become increasingly.

148. (D) The teacher's impact on student growth.
The most definitive proof of a high-quality educator is the actual academic and personal progress made by their students. While things like following a textbook or having a quiet classroom might seem important, they do not guarantee that real learning is taking place. True professional success is measured by the tangible growth and achievement of every learner in the class.

NODIA

149. (C) Statement I is false, but Statement II is true.
This field is far more than just the study of a single group of students. It encompasses everything that happens in the learning environment, including the characteristics of the learners, the mechanics of the teaching process, and the social atmosphere of the classroom. By investigating all of these areas, the discipline provides the scientific tools needed to help students.

150. (C) Specific aptitude test
When an assessment focuses on a narrow set of skills required for success in a particular field, like the ability to hear different tones or keep a rhythm, it is categorized as a measure of specialized potential. This is different from a general intelligence test because it only looks at the specific talents needed to become a successful professional musician.

151. (A) A set of "primary mental abilities."
While some early researchers believed that one central factor influenced every mental task, this alternative view suggested that human intelligence is actually made up of several distinct and independent capacities. By identifying these separate modules, such as word fluency and numerical skill, this theory provided a much more detailed and multi-faceted way to understand and measure cognitive potential.

152. (B) Functions as the repository and dispenser of knowledge.
In this traditional instructional model, the focus is entirely on the educator who holds all the information and provides it to the class. Students are expected to sit quietly, listen, and learn what they are told. This approach treats the teacher as the ultimate authority and source of expertise, with the learners acting as passive receivers of material.

153. (B) Performance IQ score
Certain sections of a comprehensive intelligence scale are designed to measure non-verbal reasoning and practical problem-solving skills. Tasks that require an individual to copy patterns or put puzzles together fall into this category. These results provide a better understanding of

three dimensions is linked to a specific primary mental ability. This capacity allows a person to understand how things fit together and how they look from different angles. It is a distinct skill that is relatively independent of verbal comprehension or numerical facility in some cognitive models.

98. (A) Help predict their potential for success in certain fields.
These assessments are used to identify a student's natural strengths and the types of careers for which they are best suited. By looking at potential rather than past performance, they provide valuable information for future planning. This helps students make informed choices about their college majors or vocational training, increasing their chances of finding a fulfilling and successful career.

99. (C) Students quietly taking notes during a long lecture.
An environment focused on the learner prioritizes active participation, discussion, and hands-on discovery. Activities that require students to sit silently and passively receive information from the teacher for long periods are contradictory to this philosophy. Instead, such classrooms are filled with debates, collaborative projects, and student-led investigations that encourage active engagement and a deeper understanding.

100. (B) 3, 2, 4, 1
The process of learning by watching others follows a specific order of cognitive and behavioral steps. First, the individual must focus on the model's actions. Next, they must store that information in their memory. Then, they attempt to physically replicate the behavior. Finally, there must be a reason or incentive to continue performing that learned action over time.

101. (C) Thorndike's multiple factors theory
This framework proposes that human mental capacity is not a single entity but an aggregation of many separate, highly specialized abilities. Each intellectual act is seen as the product of a specific combination of these many factors. This decentralized view of the mind rejects the idea of a universal intelligence that governs all types of cognitive performance and intellectual tasks.

102. (B) To assess relation formation and analogical reasoning.
This assessment tool requires individuals to identify the underlying logic and patterns in visual sequences to find a missing piece. It focuses on the ability to perceive connections and use reasoning to solve novel problems. Because it does not rely on language or factual knowledge, it is a pure measure of an individual's capacity for complex and abstract thought.

103. (D) The two concepts are unrelated and do not influence each other.
While both represent high-level cognitive functioning, traditional research often treats these two constructs as distinct mental processes that operate independently. One focuses on logical, convergent thinking to find a single correct answer, while the other involves expansive, divergent thinking to generate novel possibilities. In this view, scoring high on one does not necessarily predict or impact performance on another.

104. (A) Both A and R are true and R is the correct explanation of A.
When students are required to investigate topics and find their own answers, they engage much more deeply with the material. This active involvement helps them connect new information to what they already know, leading to a much stronger and longer-lasting understanding of the concepts. By participating in the construction of their own knowledge, learners develop durable skills.

105. (C) Is designed to predict potential in a single area.
While some tools provide a broad profile of different skills, others are created to evaluate a person's talent for one specific kind of work. For example, a test might only look at musical ability or mechanical reasoning. This focused approach is very helpful for determining if someone has the specialized potential needed for a particular professional or academic pursuit.

106. (A) The dynamic interactions through which students learn.
This concept encompasses all the active and social ways that students engage with content, their peers, and their teachers to acquire new

Downloaded from www.pdf.tube

challenges. This gradual increase in difficulty provides a clear measure of capacity.

163. (B) Active participation
In an environment focused on the learner, students are expected to be deeply involved in every part of the educational process. They do not just sit and listen; instead, they ask questions, explore concepts, and collaborate with their peers to solve problems. This high level of engagement ensures that they are building their own understanding and developing skills.

164. (D) Divergent thinking
This informal phrase describes the cognitive process of generating many unique and unconventional solutions to a problem. It is the opposite of a focused approach that only looks for one correct answer. By exploring many different directions and making unexpected connections, individuals can produce truly original work. This expansive way of thinking is a central component of creativity.

165. (D) 1, 2, and 3
The development of psychological theory has led to several different ways of understanding the human mind. Some researchers emphasized a single universal power, while others identified several independent mental abilities. Still others saw intelligence as the average of a vast number of highly specific skills. Together, these different frameworks provide a comprehensive view of how we reason.

166. (C) To act as a facilitator, guiding students in investigation.
In this active instructional model, the educator does not just provide all the answers. Instead, the teacher helps students develop their own questions and sets up the environment so they can find the information for themselves. The instructor provides support, resources, and encouragement while allowing the learners to take charge of their own discovery and construction.

167. (A) Motivation
For an individual to successfully learn by watching others, they must pay attention, remember what they saw, and be able to replicate the action. However, even if they can do all of these things, they still need a reason to actually perform the behavior. This incentive or internal drive is the final essential piece of the learning process.

168. (D) crystallized intelligence; fluid intelligence.
Human mental ability can be split into two main parts. One represents the total amount of information and skills someone has gained through their life and education. The other represents the innate capacity to think logically and solve completely new problems in unique situations. Understanding this distinction is vital for seeing how our cognitive powers change as we age.

169. (B) The learner as an active participant in the process.
One of the most important shifts in modern education has been the recognition that students should not be passive receivers of information. Instead, research shows that learning is far more effective when students are deeply involved in building their own understanding. This insight has led to the creation of classrooms where exploration, discussion, and hands-on activities are prioritized.

170. (A) Both Statement I and Statement II are true.
Certain assessment tools are designed to evaluate a person's potential in just one narrow area, like technical skill or musical talent. In contrast, other tests measure several different abilities at once to provide a broad profile of scores. Both types of instruments are valuable for guiding individuals toward the educational and career paths that best suit natural strengths.

NODIA

171. (D) The ability to adapt methods to suit different learners.
A truly successful educator understands that every student is unique and learns in their own way. Rather than using the same approach for everyone, a great teacher is able to change their strategies and explanations to meet the diverse needs of the entire class. This flexibility ensures that all pupils have the support they need to succeed.

172. (B) P-2, Q-1, R-4, S-3
Instructional strategies can be grouped based on whether the teacher or the student directs

the activity. Traditional approaches like formal lectures and structured guidance place the instructor at the center. In contrast, modern techniques that focus on exploration and solving complex problems empower the learners. Correctly classifying these methods is essential for choosing the best way to teach.

173. (B) To identify children who required special education programs.
The first version of this famous assessment was commissioned by a national government specifically to help schools find students who were struggling and needed extra support. By using tasks that measured basic reasoning and comprehension, the test could help educators distinguish between those who could succeed in regular classes and those who needed a more specialized type of.

174. (B) Reciprocal determinism
This core psychological concept describes the complex two-way relationship between an individual's behavior and their social environment. It suggests that while our surroundings certainly influence how we act, our own actions also change the world around us. This interaction, along with our internal thoughts and feelings, creates a dynamic system that shapes our development and future.

175. (A) Knowing the capital cities of various countries.
This type of mental ability is built upon the facts and skills that a person has gathered throughout their education and life experiences. It includes vocabulary, general information, and the ability to use learned procedures. Recalling specific data that was acquired in the past is a classic measure of this stored knowledge, which typically remains stable.

176. (C) A specific aptitude test.
When an assessment focuses on a single, narrow skill needed for success in a particular field, it is categorized as a measure of specialized potential. This type of test does not aim to measure overall intellectual ability or a broad range of talents. Instead, it only looks at whether someone has the natural capacity for a career.

177. (D) Thurstone
This researcher strongly disagreed with the idea that intelligence is a single universal power. Instead, he argued that human mental ability is actually composed of several distinct and independent capacities, which he called primary mental abilities. According to this view, we should measure these different modules separately to get a true and detailed picture of cognitive potential.

178. (C) Teacher-centered model.
In this traditional instructional approach, the educator is the primary active participant who delivers a large amount of information to the entire class. Students are expected to listen quietly and record the facts as they are presented. This model treats the teacher as the main source of expertise and prioritizes the efficient delivery of pre-selected content.

179. (B) A scientific basis for making instructional decisions.
One of the most important ways this field has helped education is by providing teachers with proven theories about how people learn. This allows instructors to choose their teaching strategies based on evidence rather than just on tradition or their own personal opinions. By using these scientific tools, educators can create a classroom environment that is effective.

180. (D) Take a simple idea and develop it with rich detail.
This specific component of original thought involves the ability to expand on a basic concept and make it much more complex and complete. Instead of just having a brief thought, a creative person can add many layers of detail to their work. This skill is essential for turning a simple initial idea into a finished product.

181. (A) Providing separate scores for verbal and performance intelligence.
These assessment tools were a major step forward because they did not just provide a single global intelligence score. By including different subtests for language skills and non-verbal reasoning, they allowed clinicians to see a person's relative strengths and weaknesses. This detailed information is much more useful for identifying specific learning needs and helping students reach potential.

Click Here to Buy book on Amazon

182. (C) Proposing novel solutions for community littering.
Promoting original thought requires tasks that do not have a single correct answer and instead encourage students to come up with their own unique ideas. Proposing new ways to solve a real-world problem forces learners to think critically and use their imagination. This is far more effective for fostering creativity than activities that rely on factual recall.

183. (A) It is independent of the ability to motivate students.
To be truly successful in the classroom, an educator must be able to do much more than just know their subject and explain it clearly. Inspiring students and getting them interested in the material is an essential part of the job. Without the skill to encourage and engage the class, even the most knowledgeable expert will struggle.

184. (D) A general ability influences performance on all tasks.
This psychological concept represents a single, universal mental power that drives a person's results across every type of cognitive activity. According to this theory, individuals who possess a high level of this central energy will likely do well in many different areas, such as math, language, and logic. This idea shaped early modern intelligence testing.

185. (B) It highlights the importance of observation and modeling.
This influential framework argues that people acquire a great deal of their behavior and knowledge simply by watching others in a social environment. By paying attention to what a model does and what happens as a result, a person can learn without needing direct experience. This focus on the power of social context defines this psychological perspective.

186. (C) Aptitude test
This type of assessment is designed to measure a person's natural talent for acquiring new skills in the future, rather than what they have already accomplished. By evaluating reasoning and logic, the test can predict if someone will be successful in a technical field. This information is very helpful for guiding students toward the careers that suit them.

187. (A) Both A and R are true and R is the correct explanation of A.
This psychological theory proposes that once a person reaches a certain level of mental ability, usually around an IQ of 120, having even more intelligence does not necessarily mean they will be more creative. At this point, other factors like personality and motivation become more important. This explains why traditional cognitive tests do not always capture thought.

188. (A) Locus of control and activity in the classroom.
The main distinction between these two instructional approaches is who is in charge of the learning process. In one, the educator directs every step and provides all the information. In the other, the learners take the lead and are actively involved in exploring concepts. This shift in control and participation changes the entire dynamic and atmosphere of classrooms.

189. (B) General Intelligence (g)
The group factor theory identifies seven distinct and independent capacities, such as word fluency, numerical skill, and spatial perception. However, it explicitly rejects the idea of a single universal power that influences all cognitive tasks. Therefore, the concept of an overarching mental energy that governs performance across every area is not included in this specific list of abilities.

190. (B) Process of teaching and its effect on student learning.
Being a successful educator is defined by the actual impact an instructor has on their students' academic and personal growth. It is not about years of service or being well-liked by administrators. True effectiveness is measured by how well the teacher's methods and classroom management help students reach their educational goals and show a clear increase in abilities.

191. (A) Both Statement I and Statement II are true.
Human mental ability can be divided into two main categories: one that represents innate reasoning and the capacity to solve new problems, and another that represents the total amount of knowledge and skills gained through

Downloaded from www.pdf.tube

and remembered the details. It is the point where internal knowledge is transformed into behavior.

231. (A) Vague instructions and inconsistent expectations.
When an educator fails to provide clear guidance or changes the rules without warning, it creates a confusing environment for students. This lack of organization makes it much harder for pupils to learn and behave properly. In contrast, effective teachers are organized, positive, and use multiple methods to check for understanding, which supports the growth of students.

232. (B) P-4, Q-1, R-2, S-3
The history of psychological testing has produced a wide variety of tools, each with its own special characteristics. Some focused on mental age, while others provided separate scores for verbal and performance skills. Some used non-verbal visual patterns to measure reasoning, and still others aimed to evaluate abstract intellectual power. Correctly identifying these features is essential.

233. (B) scope
These various topics and concerns all fall within the boundaries of a specific scientific field. This range of subjects shows just how broad the discipline is, as it addresses everything that happens in the learning environment. By studying all of these interconnected areas, the field provides a complete scientific basis for improving schools and helping every student succeed.

234. (C) Students are given choices in how they demonstrate learning.
In an environment focused on the learner, students take more responsibility for their own education. Allowing them to pick the way they show what they have learned increases motivation and makes the experience more meaningful. This contrasts with traditional classrooms where everyone must follow the exact same path. Choice is a key part of empowering student independence.

235. (D) Crystallized intelligence
This type of mental ability is built upon the facts and strategies that a person has gathered over years of practice and experience. It includes the ability to apply learned information to familiar situations. Unlike the capacity for solving completely new problems, this store of expert knowledge often remains very strong or even grows as an individual continues.

236. (A) Observational learning
This psychological concept describes the process of acquiring new behaviors and knowledge by simply witnessing the actions of others in a social context. It shows that we do not always need to experience things for ourselves to learn about them. By paying attention to models, we can pick up many social cues, skills, and attitudes.

237. (B) Elaboration
This specific component of original thought involves the capacity to take a basic concept and develop it until it is complex and complete. Instead of just having a brief initial thought, a creative person can add many layers of rich detail to their work. This skill is essential for turning a simple idea into a sophisticated product.

238. (B) Cattell
This researcher proposed that human intelligence can be divided into two main parts. One represents innate reasoning and the ability to solve new problems, while the other represents the store of knowledge and skills gained through experience. This model helps explain why certain cognitive powers peak in early adulthood while others continue to grow throughout a person's life.

239. (A) Teacher effectiveness
Being a successful educator requires a combination of knowing your subject, managing the class, and being able to motivate students to learn. When these skills are missing, the teacher's impact on student growth will be very low. True professional quality is measured by the actual academic and personal progress that students make as a result of the instruction.

240. (C) Teacher-centered and explicit.
This highly structured pedagogical approach places the educator in the role of the primary source of information and guidance. The teacher explains concepts clearly and provides step-by-step demonstrations for the class to follow. This method focuses on the efficient delivery

NODIA

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

individual to solve visual puzzles or understand sequences of events are used to measure non-verbal reasoning and practical problem-solving skills. These results provide a better understanding of a person's spatial and logical abilities.

202. (A) P-3, Q-4, R-2, S-1
The history of psychological research is filled with thinkers who proposed different ways to model the human mind. Some focused on a single general factor, while others identified several independent abilities. Still others distinguished between innate reasoning and acquired knowledge or saw the mind as a vast collection of specific connections. Correctly linking these individuals to their theories.

203. (D) Cognitive processes like attention and memory.
While some early models focused exclusively on external stimuli and observable responses, this expanded theory recognizes that internal thought is essential for learning. It argues that for someone to learn by watching others, they must actively process the information and store it in their mind for later use. This focus on the role of human thinking defines the perspective.

204. (A) A rigid and inflexible approach to teaching.
Successful educators must be able to explain concepts clearly, keep the class focused, and show real passion for their subject. Being able to adapt to the needs of different students is also a vital skill. However, refusing to change your methods and sticking to one way of doing things regardless of the situation is a sign of ineffectiveness.

205. (B) Uniqueness and novelty of the ideas.
This component of original thought is measured by how rare or unusual a person's ideas are compared to what most people would say. While some individuals might come up with many common solutions, a creative person will generate answers that are truly new and unexpected. This capacity is one of the most important parts of creative achievement.

206. (B) Multi-aptitude battery
This comprehensive testing tool is designed to evaluate a person's natural talent in several different areas at once. By providing a wide-ranging profile of these scores, the results can help individuals understand their relative strengths and weaknesses across many potential skills. This information is extremely valuable for making informed decisions about future educational paths and professional career choices.

207. (A) Intelligence is necessary but not sufficient for creativity.
Psychological research suggests that a certain level of mental ability is required before someone can produce truly innovative work. However, simply having a very high IQ score does not guarantee that a person will be creative. Creativity involves unique ways of thinking and problem-solving that go beyond the logical, convergent reasoning that is measured by traditional tests.

208. (C) The average age at which individuals achieve a score.
This early metric was used to describe a child's intellectual performance compared to other children. If a student could pass the same tasks as the average seven-year-old, their score was recorded as that level, regardless of their actual age in years. This allowed educators to see if a student was developing faster or slower than their peers.

209. (D) Cattell's Theory of Intelligence
Many frameworks in psychology focus on how environmental stimuli and rewards shape observable actions. However, some models are instead concerned with the structure of human cognitive abilities and how we reason. These theories fall into a different group that looks at mental capacity and the nature of information processing, rather than focusing exclusively on learned responses to cues.

210. (D) Statement I is false, but Statement II is true.
Traditional instructional models often treat every student the same, which can leave some learners behind and bore others. In contrast, approaches that focus on the student allow the educator to change the pace and methods for different people in the class. This flexibility ensures that every pupil has the support they need to succeed at their developmental level.

Click Here to Buy book on Amazon

211. (B) Improve education through psychological principles.
The main purpose of this scientific field is to take what we know about human learning, growth, and motivation and use it to make schools better. By applying research-based theories to the classroom, educators can create more effective teaching methods and more supportive environments. This ensures that every student has a better chance to reach their full potential.

212. (D) Concrete intelligence
This specific part of a multi-factored theory describes the ability to handle and understand physical objects and machinery. It is a practical skill that is seen as distinct from being good with abstract symbols or social interactions. According to this view, people have many separate mental powers, and being strong in one area does not mean high performance.

213. (A) Aptitude test
This type of assessment is designed to measure a person's natural talent for learning new skills in the future, rather than what they have already learned in school. By evaluating things like logical reasoning, the test can predict if someone is likely to be successful in a technical career. This information is very helpful for guiding future choices.

214. (C) Lead to students adopting a similar attitude.
This psychological framework emphasizes that people pick up many behaviors and feelings by watching the individuals around them. When an instructor shows real interest and passion for a subject, the students are likely to imitate that positive outlook. This is a powerful way that social models in the classroom can influence student motivation and overall interest.

215. (A) Flexibility
A key component of original thought is the capacity to move between different mental frameworks or perspectives when faced with a challenge. Rather than getting stuck in one way of looking at things, a creative person can adapt their approach and explore many varied directions. This mental agility allows for a much broader range of unique and innovative products.

216. (D) General ('g') and Specific ('s')
This researcher proposed that intellectual performance depends on two main things. One is a universal mental energy that influences every cognitive task a person attempts. The other is a set of unique skills that are only needed for a particular kind of activity, like math or language. Together, these two factors provide a picture of cognitive power.

217. (A) Both A and R are true and R is the correct explanation of A.
Breaking down intelligence into separate scores for language and non-verbal reasoning was a major step forward. This structure is very valuable because it allows educators and clinicians to see a person's relative strengths and weaknesses. By identifying these specific patterns of cognitive ability, it is much easier to provide the right kind of support for individuals.

218. (B) Incorporating interactive student-centered activities.
To get students truly interested and involved in the class, an educator should move away from just lecturing and use methods that require active participation. When students explore concepts and collaborate with their peers, they are more likely to stay focused and motivated. This shift in pedagogical strategy is one of the most reliable ways to increase effectiveness.

NODIA

219. (D) Thurstone
This researcher disagreed with the idea that intelligence is one single power. Instead, he argued that human mental ability is made up of several distinct and independent capacities, such as word fluency, numerical skill, and spatial perception. According to this view, measuring these different modules separately provides a much more detailed and accurate picture of true cognitive potential.

220. (A) It uses objective methods like observation and experimentation.
This discipline is defined by its use of systematic and reliable research techniques to understand the learning process. It does not rely on simple opinions or tradition. Instead, it builds its theories by carefully watching what happens in schools and conducting controlled tests. This evidence-

based approach ensures that the resulting teaching strategies are as effective and accurate.

221. (B) They promote development of autonomy and critical thinking.
When learners are given more control over their own education, they develop the skills to think for themselves and solve complex problems. These approaches encourage students to take ownership of their learning and become independent investigators. While they may not be the fastest way to memorize facts, they build deep understanding and prepare students for success.

222. (B) Crystallized intelligence
This type of mental ability represents the store of knowledge and skills that a person has gained through their education and life experiences. It includes things like vocabulary, factual information, and the ability to apply learned procedures to familiar tasks. This capacity typically remains strong or even grows throughout a person's life as they continue to learn.

223. (A) Social Learning Theory
This psychological concept describes what happens when someone watches a model receiving a reward for a behavior and then becomes more likely to perform that same action themselves. It shows that people can learn about the likely results of their behavior without having to experience those results directly. This is a powerful way that social environments influence individual action.

224. (C) A process to gather feedback for instruction.
A truly successful educator does not see tests as just a way to give grades or punish students. Instead, evaluations are used to see what the class has learned and where they are still struggling. This information allows the teacher to change their strategies and provide better support. In this view, assessment is a tool for improvement.

225. (A) 1 only
Certain pedagogical approaches place the responsibility of learning primarily on the educator, while others emphasize active collaboration and exploration by the students themselves. Recognizing which methods empower learners and which rely on teacher-led instruction is essential for effective planning. However, some traditional techniques are incorrectly labeled in common speech; accurate classification is vital for understanding classroom dynamics.

226. (C) Fluency
One way to evaluate a person's capacity for original thought is to see how many relevant answers they can come up with in a short time. This metric focuses on the total volume of output rather than how unique or detailed the ideas are. A high score shows that a person's mind is productive and can generate many possibilities.

227. (B) Multi-aptitude battery
This type of comprehensive assessment tool is designed to evaluate a person across several different areas at once. By providing a broad profile of scores, it highlights an individual's relative strengths and weaknesses in many potential skills. This information is extremely valuable for guiding people toward the educational and career paths that best suit their natural talents.

228. (D) In a way that minimizes language influence.
This assessment tool is unique because it uses only visual puzzles to measure an individual's innate reasoning power. By avoiding the use of words or general knowledge, it is a more equitable way to evaluate people from different cultures and linguistic backgrounds. This focuses the test on pure cognitive ability rather than on what someone has learned.

229. (C) Statement I is false, but Statement II is true.
One major theory in psychological testing argues that a single general mental power influences every intellectual task. Conversely, a different perspective rejects this idea, proposing instead that the mind is a massive collection of specific and independent connections. Understanding these two opposing views is essential for grasping the classic debate between unitary and multi-factored models of functioning.

230. (C) Reproduction
For an individual to actually perform an action they have seen someone else do, they must have the physical and mental ability to carry out the task. This step in the learning process occurs after the person has paid attention to the model

Downloaded from www.pdf.tube

life experience. Understanding these two distinct parts is essential for seeing how our cognitive powers develop and change as we grow and learn.

192. (C) Fluid intelligence
This non-verbal assessment uses abstract visual puzzles to measure an individual's innate ability to think logically and solve completely new problems. Because it does not rely on language or previously learned information, it is a pure measure of cognitive reasoning power. This makes it a very useful tool for evaluating potential in people from many different backgrounds.

193. (D) Descriptive, providing principles to guide practice.
This field is characterized by its scientific approach to understanding the learning process. It provides teachers with a set of proven theories and principles that they can use to make better decisions in the classroom. By describing how students learn and grow, the discipline offers evidence-based strategies that help educators create a more effective instructional environment.

194. (C) A lecture with PowerPoint slides.
In this traditional instructional model, the focus is entirely on the teacher who provides a large amount of information to the whole class at once. Students are expected to sit quietly and learn what they are told. This approach treats the instructor as the main source of expertise and prioritizes the efficient delivery of pre-selected factual content.

195. (D) 1, 2, and 3
Different instructional models emphasize varied ways for students to acquire new information. Some focus on watching others, while others rely on the passive absorption of facts from a teacher. Modern approaches prioritize students actively building their own understanding through exploration and discovery. Recognizing these distinct processes is essential for choosing the best pedagogical strategies to support different educational goals.

196. (D) Aptitude tests measure potential; achievement tests measure past learning.
The primary difference between these two types of assessments lies in what they are trying to evaluate. One is designed to predict a person's future capacity to learn new skills and be successful in a particular field. The other measures the knowledge and abilities that a person has already gained through their previous education and academic work.

197. (B) 2, 3, 1
The development of psychological theory began with the identification of a general intelligence factor. Soon after, researchers proposed that human mental ability is actually made up of several independent primary skills. Much later, a new framework distinguished between innate reasoning and the store of knowledge gained through experience. This progression shows how our understanding of cognition has evolved.

NODIA

198. (C) Social intelligence
This specific part of a multi-factored theory focuses on an individual's ability to understand and get along with other people. It involves being able to read social cues and act appropriately in different social settings. This is seen as a distinct skill that is relatively independent of a person's talent for handling abstract symbols or physical objects.

199. (A) Teams research and develop a solution to a real-world problem.
When students work together to investigate complex issues and find their own answers, they take ownership of their learning. This shift from passive listening to active inquiry is the core of this pedagogical philosophy. It encourages learners to develop research skills, cooperation, and critical thinking while the teacher acts as a guide and resource during the process.

200. (D) Active, constructive, and meaningful.
One of the most important insights from research is that students learn best when they are deeply involved in building their own understanding. By connecting new information to what they already know and participating in hands-on activities, students can develop a much deeper and more durable grasp of the concepts. This approach makes education more engaging and successful.

201. (B) Arranging pictures to tell a story.
This section of a comprehensive intelligence scale includes tasks that do not rely on language or general knowledge. Activities that require an

of specific foundational knowledge and skills, ensuring that every student receives the same clear and systematic instructional support.

241. (D) Guiding individuals in vocational choices.
These comprehensive testing tools are most valuable for helping people understand their natural talents in several different areas at once. By providing a profile of different scores, the results can point toward the types of careers that best match a person's strengths. This is extremely helpful for making informed decisions about future education and long-term professional life.

242. (B) Both A and R are true but R is not the correct explanation of A.
The first version of this famous test was indeed created to help identify students who were struggling and needed extra help in school. While the test did use the innovative idea of mental age to measure performance, this metric was not the direct reason for why the government wanted the test to be developed in France.

243. (B) It is universally agreed to be a single, unitary ability.
While some early theories suggested that one general factor influences all mental tasks, many modern researchers disagree. Instead, they see intelligence as a collection of several distinct and independent capacities. Because there is so much debate over the nature and structure of intellectual power, it is wrong to say that everyone in the psychological field shares the same view.

244. (D) Determining the salary scales for teachers.
This field provides essential theories on how children learn and develop, along with tools for assessment and classroom management. However, it does not deal with the financial or administrative decisions about pay for school staff. Such matters are handled by government officials and school boards, not by studying the cognitive or emotional processes of learners and teachers.

245. (A) Fluency
One way to measure a person's capacity for original thought is to see how many relevant ideas they can generate in response to a simple prompt. This metric focuses on the total volume of ideas rather than how unique or detailed they are. A high score shows that a person's mind is productive and can generate many different possibilities.

246. (C) Acknowledging the role of cognitive processes.
While early behavioral models focused almost exclusively on external stimuli and observable responses, this expanded theory recognizes that internal mental states are essential for learning. It argues that for someone to learn by watching others, they must actively process the information and store it for later use. This focus on the role of human thought defines this perspective.

247. (C) 2, 3, 1
Pedagogical methods can be placed on a spectrum based on who is in charge of the learning activity. Some focus entirely on the instructor delivering information to the class. Others involve structured guidance with practice. Finally, some place the learners in control of their own investigations. Following this order shows the shift from traditional instruction to more active discovery.

248. (D) How a score deviates from the age-group average.
Rather than using a simple ratio based on mental performance and age, these assessments compare an individual's results to a large, representative sample of people in the same age group. This method shows how far a person's result is from the average for their peers. This provides a more accurate and consistent way to measure intelligence across different ages.

249. (B) Spearman's Two-Factor Theory
This researcher proposed that intellectual performance depends on a single, universal mental energy that influences every cognitive activity. According to this view, people who have a high level of this general factor will likely do well in many different areas, such as math and language. This idea was a fundamental part of early psychometrics history.

250. (C) Learning is an active, constructive process.
In an environment focused on the learner, students do not just sit and listen to the teacher. Instead, they are deeply involved in asking questions, exploring concepts, and collaborating with their

Click Here to Buy book on Amazon

like personality and motivation become the main drivers of innovation. This explains why very smart people are not always creative.

271. (A) Specific aptitude test
This type of assessment is designed to measure a person's potential for success in a single, well-defined area, such as office work or data checking. It is not meant to measure overall intelligence or general knowledge. Instead, it only looks at whether someone has the specialized natural talent needed to be successful in a particular kind of pursuit.

272. (A) P-4, Q-3, R-2, S-1
The history of psychological research has produced many different ways of modeling the human mind. Some focused on mental age, others on a single general factor, and still others on seven independent skills or the distinction between innate reasoning and acquired knowledge. Correctly linking these individuals to their core conceptual contributions is essential for understanding how views evolved.

273. (D) Classical Conditioning
To learn by watching others, a person must pay attention, remember what they saw, and be able to replicate the behavior. They also need a reason to actually perform the action. However, certain other types of learning that rely on simple associations between stimuli and responses are part of a different psychological tradition and are not included here.

274. (C) Fosters deeper understanding and critical thinking.
When learners are given more control and are actively involved in building their own understanding, they develop the skills to think for themselves. These approaches encourage students to explore complex issues and solve problems rather than just memorizing facts. While they take more time, the knowledge students gain is much more permanent and useful for development.

275. (B) Data showing student growth on assessments.
The most definitive proof of a high-quality educator is the actual academic and personal progress made by their students. While things like popularity or years of experience might seem important, they do not guarantee that real learning is taking place. True professional success is measured by the tangible growth and achievement of every learner as a result of instruction.

276. (D) Spearman
This researcher proposed that intellectual performance depends on two main things. One is a universal mental energy that influences every cognitive activity. The other is a set of unique skills that are only needed for a particular kind of task, like math or language. This two-factor model was a major step in the early development of theory.

277. (A) Crystallized intelligence
This type of mental ability represents the store of knowledge and skills that a person has gained through their education and life experiences. It includes things like vocabulary, factual information, and the ability to apply learned procedures to familiar tasks. This capacity typically remains strong or even grows throughout a person's life as they continue to practice skills.

278. (C) The application of psychology to teaching.
The primary goal of this scientific field is to take what we know about human learning, growth, and motivation and use it to make instruction better. By applying research-based theories to the classroom, educators can create more effective teaching methods and more supportive environments. This ensures that every student has a better chance to reach their full potential.

279. (A) teacher-centered
In this traditional instructional model, the focus is entirely on the teacher who provides a large amount of information to the whole class at once. Students are expected to sit quietly and learn what they are told. This approach treats the instructor as the main source of expertise and prioritizes the efficient delivery of pre-selected factual content.

280. (D) Separate scales for verbal and performance abilities.
These assessment tools were a major step forward because they did not just provide a single global intelligence score. By including different subtests

NODIA

of teaching methods and materials that are carefully matched to the cognitive and emotional abilities of the pupils. Ensuring that instruction is appropriate for each grade level makes learning more effective and successful.

261. (A) Generate different categories of ideas.
A key component of original thought is the capacity to move between different mental frameworks or perspectives when faced with a challenge. Rather than getting stuck in one way of looking at things, a creative person can adapt their approach and explore many varied directions. This mental agility allows for a much broader range of unique and innovative products.

262. (C) A specific test measures one area; a battery measures several.
While some tools are designed to evaluate a person's talent for just one narrow type of work, like music or mechanical reasoning, others measure several different abilities at once. This results in a broad profile of scores that highlights an individual's relative strengths across many potential skills. Both types of instruments are valuable for guiding students toward careers.

263. (A) Thorndike
This researcher rejected the idea that one central factor governs all mental tasks. Instead, he proposed that the mind is a massive collection of independent and highly specialized connections. According to this view, being strong in one area does not mean a person will be good at everything else. This decentralized approach was a major alternative to models.

264. (D) The teacher's impact on student growth.
The true measure of an educator's quality is not how long they have been teaching or how quiet their class is, but the actual progress made by their students. When students consistently show improvement in their knowledge and skills, it proves that the teacher's methods are working. This focus on results is the most reliable measurement.

265. (B) Vicarious punishment
This psychological phenomenon occurs when someone witnesses a model receiving a negative consequence for an action and then becomes less likely to perform that same behavior themselves. It shows that people can learn about the likely results of their behavior by watching what happens to others. This is an important way that social environments influence individual choices and actions.

266. (C) Student-centered
In an environment focused on the learner, students are expected to be deeply involved in every part of the educational process. They do not just sit and listen; instead, they ask questions, explore concepts, and collaborate with their peers to solve problems. This high level of engagement ensures that they are building their own understanding and developing life skills.

267. (D) Thurstone
This researcher argued that human intelligence is not one single power, but a group of several distinct and independent capacities, such as word fluency, numerical skill, and spatial perception. According to this view, an individual can be very strong in one area while being average or weak in another, providing a detailed picture of cognitive potential.

268. (A) Vocabulary
This section of a comprehensive intelligence scale measures a person's ability to understand and use words effectively. It is built upon the store of knowledge and education that an individual has gained throughout their life. This is distinct from the performance-based tasks that use puzzles and patterns to evaluate non-verbal reasoning and practical problem-solving skills.

269. (C) Statement I is false, but Statement II is true.
This discipline is far more than just a collection of abstract theories. It is a practical field that takes what we know about human learning and growth and uses it to make real improvements in schools. By bridging the gap between scientific research and actual classroom practice, it provides the evidence-based tools that educators need to help students.

270. (B) Becomes very weak or negligible.
This psychological concept suggests that while a certain level of mental ability is needed for original thought, having even more intelligence does not necessarily make a person more creative. Once a student reaches this baseline, other factors

NODIA

peers to build their own understanding. This high level of engagement ensures that they are developing a much deeper and more permanent grasp of the material taught.

251. (D) The learner's development and individual differences.
This field covers every aspect of the educational environment, from how students grow and mature to the ways they differ from one another. It also investigates the best teaching methods and how to measure learning. By studying all of these interconnected areas, the discipline provides a comprehensive scientific basis for improving schools and helping every single student succeed.

252. (A) Specific aptitude test
This type of assessment is designed to measure a person's natural talent for acquiring new skills in the future within one narrow area. It is not meant to measure overall intelligence or general knowledge. Instead, it focuses only on whether someone has the specialized natural talent needed to be successful in a particular kind of academic or professional pursuit.

253. (A) Both Statement I and Statement II are true.
Original thought relies on the ability to generate many varied possibilities from a single starting point. Conversely, traditional mental ability tests often focus on the capacity to follow logical steps to find a single correct answer. Recognizing these two distinct ways of processing information is essential for understanding the different facets of high-level cognitive functioning and problem-solving.

254. (B) Knowledge of how to manage a classroom effectively.
Truly successful educators need more than just a deep understanding of their subject. They also must know how to explain concepts clearly, keep the class focused, and motivate their students to learn. This practical teaching skill is essential for creating a classroom environment where everyone has a chance to succeed. It represents the methodology of teaching rather than content.

255. (A) Observation and imitation of others.
This influential perspective argues that people acquire a great deal of their behavior and knowledge simply by watching the individuals around them in a social context. By paying attention to what a model does and what happens as a result, a person can learn without needing direct experience. This focus on the power of social context defines this perspective.

256. (C) General factor
This psychological concept represents a single, universal mental power that drives a person's results across every type of cognitive activity. According to this theory, individuals who possess a high level of this central energy will likely do well in many different areas, such as math, language, and logic. This idea shaped the early development of intelligence testing.

257. (B) Both A and R are true but R is not the correct explanation of A.
One type of mental ability is based on innate reasoning power, while the other represents the store of knowledge gained through education and culture. While both parts of this theory are accurate, the fact that one is learned does not explain why the other is biologically based. They are two distinct but related components of a broader model.

258. (C) Raven's Progressive Matrices
This assessment tool is unique because it uses only visual puzzles to measure an individual's innate reasoning power. By avoiding the use of words or general knowledge, it is a more equitable way to evaluate people from different cultures and linguistic backgrounds. This focuses the test on pure cognitive ability rather than on what someone has learned.

259. (B) Problem-based learning
This pedagogical approach puts the learner in charge of investigating complex issues and finding their own solutions. Instead of just listening to a teacher, students must research, collaborate, and think critically. This active involvement helps them develop a deep understanding of the subject while also practicing important skills. This shift from passive to active learning is core.

260. (D) Understanding student development is crucial.
Insights from research have taught educators that what students can learn depends on their age and stage of growth. This has led to the creation

Downloaded from www.pdf.tube

for language skills and non-verbal reasoning, they allowed clinicians to see a person's relative strengths and weaknesses. This detailed information is much more useful for identifying specific learning needs and helping students reach cognitive potential.

281. (B) statistical rarity
This aspect of original thought is measured by how rare or unusual a person's ideas are compared to what most people would say in response to the same prompt. While some individuals might come up with many common solutions, a creative person will generate answers that are truly new and unexpected. This capacity is vital for innovative and problem-solving.

282. (C) Multi-aptitude battery
This type of comprehensive assessment tool is designed to evaluate a person across several different areas at once. By providing a broad profile of scores, it highlights an individual's relative strengths and weaknesses in many potential skills. This information is extremely valuable for guiding people toward the educational and career paths that best suit their natural talents.

283. (D) Self-efficacy
This psychological concept describes a person's confidence in their own power to achieve a specific goal or perform a particular task successfully. It is not just about general self-esteem, but about a targeted belief in one's skills. This internal drive is a powerful factor in determining how much effort someone will put in and persist.

284. (A) The ability to manage the classroom environment.
Successful educators must be able to do more than just know their subject. They also need to create an organized and positive atmosphere where students feel safe and focused. Good management ensures that instructional time is not wasted and that every pupil has a chance to learn. This practical skill is essential for supporting student growth and goals.

285. (A) 2 only
True original thought is defined by the production of ideas that are both novel and useful. Contrary to common myths, having a very high intelligence score does not automatically mean a person will be creative. Furthermore, creativity relies more on expansive thinking than on a single logical path. Recognizing these distinctions is essential for accurately identifying and fostering potential.

286. (B) Specific abilities
Within this two-factor framework, while a general factor influences every cognitive task, these specialized powers are only used for individual types of activities. Performance on a particular test depends on both a person's overall mental energy and their competence in that specific area, such as math or language. These distinct factors provide a more complete picture of cognition.

287. (A) Both A and R are true and R is the correct explanation of A.
Active instructional methods often require more time than traditional lectures because they involve students in a deeper level of engagement. Instead of just listening to a teacher, learners must explore complex issues, collaborate with peers, and create their own solutions. While this process is slower, the understanding students gain is much more permanent and useful for future.

NODIA

288. (C) Offering insights into student motivation.
While many classroom applications of psychology focus on observable outcomes and strategies, the specific study of internal student motivation is sometimes viewed as a complex theoretical area rather than a direct, practical benefit of applied methodology. In this perspective, other benefits like understanding individual differences and choosing instructional strategies take precedence in the everyday scientific management of classroom environments.

289. (D) School-age children
This specific version of a famous intelligence scale was designed to accurately measure the cognitive abilities of pupils between the ages of six and sixteen. By using age-appropriate tasks and norming, the assessment provides a reliable picture of a student's mental strengths and weaknesses. This information is essential for helping educators provide the right support for children.

(A) Instinct theory
(B) Incentive theory
(C) Cognitive-appraisal theory
(D) Drive theory

38. Which of the following best describes the role of the school as an agent of socialization?
(A) Transmitting formal knowledge and cultural values.
(B) Providing primary emotional attachment in infancy.
(C) Influencing consumer behavior through advertising.
(D) Offering identity formation without adult supervision.

39. The cognitive-appraisal theory of emotion, particularly associated with Lazarus, emphasizes that:
(A) emotion is a direct result of physiological arousal.
(B) emotion is impossible without a change in heart rate.
(C) personal meaning is a crucial determinant of emotion.
(D) all emotions are activated by the same brain region.

40. An employee works hard to receive a bonus. The bonus in this scenario is an example of:
(A) An incentive
(B) A drive
(C) An instinct
(D) A physiological need

41. Arrange the following needs from Maslow's hierarchy in ascending order, from the most basic to the highest level.
1. Esteem needs
2. Physiological needs
3. Safety needs
4. Love and belongingness needs
5. Self-actualization needs

(A) 2, 3, 4, 1, 5
(B) 2, 4, 3, 1, 5
(C) 1, 2, 3, 4, 5
(D) 5, 1, 4, 3, 2

42. What is the relationship between stress and a stressor?
(A) They are identical concepts.
(B) Stressors are demands; stress is the reaction.
(C) Stress is the cause; the stressor is the effect.
(D) Stress is physiological; the stressor is psychological.

43. Which of the following is a primary focus of Lindsley's activation theory of emotion?
(A) The role of external rewards in emotional behavior.
(B) The cultural rules governing emotional expression.
(C) Activation continuum from sleep to excitement.
(D) The developmental stages of emotional understanding.

44. Which statement accurately reflects a principle of development?
(A) All individuals develop at exactly the same rate.
(B) Development is a process that stops at maturity.
(C) Early life experiences have no impact on development.
(D) Development results from heredity and environment.

45. Thirst, hunger, and the need for warmth are examples of:
(A) Secondary motives
(B) Social motives
(C) Primary or biological motives
(D) Self-actualization motives

46. "Moral development," as a concept in the study of human behavior, refers to:
(A) the development of physical strength and coordination.
(B) changes in an individual's sense of right and wrong.
(C) the acquisition of language and communication skills.
(D) the process of emotional regulation and control.

47. Problem-focused coping and emotion-focused coping are two types of:
(A) reactions to stress.
(B) physiological correlates of emotion.
(C) criteria for motivated behavior.
(D) strategies for coping with stress.

Click Here to Buy book on Amazon

listing various uses of an object measure this ability. It helps develop originality, flexibility, and fluency in thinking, which are essential components of creative thinking.

300. (B) Active participation and learner involvement
A student-centered teaching method focuses on learners' active involvement in the learning process. In this approach, the teacher acts as a facilitator, guiding students rather than simply delivering information. Students participate through discussions, projects, problem-solving activities, and collaborative learning. This method encourages critical thinking, creativity, and deeper understanding of concepts. It also increases motivation and responsibility for learning, making the educational experience more meaningful and effective.

www.nodia.in

NODIA

18. In the context of emotion, what is a key function of the autonomic nervous system?
(A) It regulates involuntary bodily functions like heart rate and respiration.
(B) It provides the specific cognitive label for the internal feeling.
(C) It controls voluntary muscle movements associated with emotional display.
(D) It is responsible for the long-term memory of past emotional events.

19. Which of the following statements about moral development is most accurate according to developmental principles?
(A) It is a developmental process that is completed in early childhood.
(B) It is entirely determined by the specific culture one is born into.
(C) It is influenced by cognitive development and social experiences.
(D) It is independent of the social influence of peers and family.

20. The instinct theory of motivation, as originally proposed, suggested that behavior is:
(A) Driven by the biological need to reduce internal tension.
(B) Pulled by the mental anticipation of external rewards.
(C) A result of the cognitive appraisal of the environment.
(D) Caused by unlearned, genetically programmed patterns.

21. Match List-I with List-II and select the correct answer from the codes given below.
List I: (Theory of Emotion)
P. Schachter-Singer Theory
Q. Cognitive-Appraisal Theory
R. Lindsley's Activation Theory
S. Drive Theory (Motivation)
List II: (Key Concept)
1. Interpretation of the situation precedes emotion
2. Physiological arousal + Cognitive label
3. Homeostasis
4. Intensity related to CNS activation
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-1, R-4, S-2

22. A person experiencing a racing heart, rapid breathing, and tense muscles after a near-miss car accident is exhibiting a:
(A) coping strategy for stress.
(B) physiological reaction to stress.
(C) characteristic of motivation.
(D) principle of moral development.

23. The role of peers in socialization is most pronounced in which of the following areas?
(A) Formation of early primary attachment bonds in infancy.
(B) Initial learning of language and basic cultural values.
(C) Financial and emotional support in late adulthood stages.
(D) Development of social skills, identity, and group norms.

24. Which of the following criteria helps to identify a behavior as "motivated"?
(A) The behavior is persistent and directed towards a specific goal.
(B) The behavior is entirely random and lacks any clear purpose.
(C) The behavior occurs only once and is never repeated again.
(D) The behavior is entirely reflexive and involuntary in nature.

25. Consider the following statements regarding the study of stress:
1. Stress is defined as the physiological and psychological response to a demanding situation.
2. Coping strategies are the behaviors and thoughts an individual uses to manage stress.
3. The management of stress involves only eliminating the sources of stress completely.
Which of the statements given above are correct?
(A) 1 and 2
(B) 2 and 3
(C) 1 and 3
(D) 1, 2 and 3

26. The Schachter-Singer theory of emotion is also known as the:
(A) Two-factor theory.
(B) Activation theory.
(C) Cognitive-appraisal theory.

Downloaded from www.pdf.tube

(C) An unlearned and biologically determined behavior pattern.
(D) The inherent need to fulfill one's unique human potential.

9. Which characteristic is most central to the definition of a "critical period" in life-span development?
(A) A stage where an individual's physical growth is most rapid.
(B) A life phase characterized by resistance to developmental changes.
(C) A specific time frame of heightened sensitivity to environmental influences.
(D) The period where moral development is finalized and unchangeable.

10. According to Lindsley's activation theory, the intensity of an emotion is primarily a function of:
(A) The degree of activation of the central nervous system.
(B) The cognitive label applied to the specific feeling.
(C) The social context in which the emotional feeling occurs.
(D) The successful reduction of an underlying biological drive.

11. Which of the following would be considered a physiological correlate of emotion?
(A) The cognitive appraisal of a specific situation.
(B) The social rules for displaying internal feelings.
(C) The decision to approach or avoid a stimulus.
(D) Changes in galvanic skin response (GSR).

12. The need-hierarchy theory is most famously associated with which theorist?
(A) William McDougall
(B) Abraham Maslow
(C) Clark Hull
(D) B.F. Skinner

13. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The family is a primary agent of socialization.
Reason (R): The family is typically the first and most enduring social group to which an individual belongs, shaping initial values and behaviors.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

14. A key difference between drive theory and incentive theory is that:
(A) Drive theory focuses on cognitive needs, while incentive theory focuses on biological needs.
(B) Drive theory applies only to animals, while incentive theory applies only to humans.
(C) Drive theory ignores homeostasis, while incentive theory is centered on it.
(D) Drive theory emphasizes internal states while incentive theory emphasizes external stimuli.

15. What is the core idea of cognitive-appraisal theories of emotion?
(A) Emotional experience depends on the evaluation of a situation.
(B) Emotions are determined exclusively by our physiological state.
(C) All emotions are classified on a dimension of pleasantness.
(D) Emotional expressions are innate and universal across cultures.

NODIA

16. Which of the following is the best example of a behavior motivated by an intrinsic motive?
(A) Studying hard specifically to obtain a high grade.
(B) Reading a book for the pure enjoyment of it.
(C) Working overtime to earn a significant amount of money.
(D) Cleaning one's room to avoid being scolded by parents.

17. Under which broad category do "strategies for coping with stress" fall?
(A) Reactions to stress
(B) Management of stress
(C) Characteristics of stress
(D) Classification of emotion

CHAPTER 05

Motivation, Emotion, stress and development of Human Behaviour

1. Which of the following best defines motivation?
(A) A generalized state of physiological arousal lacking a specific objective.
(B) An internal state that activates and directs behavior toward a goal.
(C) A behavioral response learned through exposure to environmental stimuli.
(D) The cognitive process used for evaluating internal emotional responses.

2. Consider the following statements about emotion:
Statement I: Emotions are purely psychological phenomena with no physiological basis.
Statement II: The nervous system, particularly the autonomic nervous system, plays a crucial role in the experience of emotion.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

3. Which of the following is considered a primary reaction to stress?
(A) A significant increase in proactive social activity and engagement.
(B) A measurable decrease in physiological arousal and resting heart rate.
(C) Physiological changes like increased heart rate and hormone release.
(D) An immediate psychological feeling of profound calm and relaxation.

4. Which of the following is considered a fundamental principle of development?
(A) Development is a strictly random and entirely unpredictable process.
(B) Development reaches a final state and ceases after adolescence.
(C) Development is influenced exclusively by an individual's genetic factors.
(D) Development proceeds in an orderly and sequential pattern.

5. According to drive theory, what is the primary goal of motivated behavior?
(A) To actively seek out external rewards and environmental incentives.
(B) To achieve a state of personal growth and self-actualization.
(C) To reduce internal tension and restore biological homeostasis.
(D) To follow innate, genetically fixed patterns of species action.

6. A student attributes her pounding heart and trembling hands to nervousness before an exam. Which theory of emotion best explains her interpretation of her physiological state?
(A) Lindsley's activation theory
(B) Schachter-Singer two-factor theory
(C) Instinct theory of motivation
(D) Need-hierarchy theory

7. Which of the following is NOT considered a major agent of socialization?
(A) Family
(B) Peers
(C) Media
(D) Genetic predispositions

8. The concept of "incentive" in motivation theory primarily refers to:
(A) An external goal or stimulus that can motivate behavior.
(B) An internal state of psychological or biological tension.

Click Here to Buy book on Amazon

(D) Instinct theory.

27. At the base of Maslow's need-hierarchy are the:
(A) Esteem needs.
(B) Safety needs.
(C) Self-actualization needs.
(D) Physiological needs.

28. Which of the following is an incorrect statement regarding the nature of development?
(A) Development involves both growth and decline.
(B) Development is independent of historical context.
(C) Development is a lifelong process.
(D) Development is multidimensional and multidirectional.

29. An individual feels an emotion of fear only after noticing his heart is racing and he is breathing rapidly. This sequence is most consistent with a traditional interpretation of which type of theory, which the two-factor and cognitive theories later built upon?
(A) Cognitive-appraisal theory
(B) Lindsley's activation theory
(C) An early physiological theory like James-Lange
(D) Incentive theory of motivation

30. The influence of television shows, social media, and advertising on an individual's attitudes and behaviors is studied under the role of the _____ in socialization.
(A) family
(B) school
(C) peers
(D) media

31. Which theory of motivation places the most emphasis on innate, unlearned behavioral patterns?
(A) Instinct theory
(B) Drive theory
(C) Incentive theory
(D) Need-hierarchy theory

32. A key characteristic of stress is that it:
(A) is always a negative and destructive experience.
(B) involves a person's perception of ability to cope.
(C) is a purely physiological event without psychology.
(D) can be completely eliminated from a person's life.

33. Which of the following is NOT a characteristic of emotion?
(A) Subjective feeling or experience
(B) Complete absence of cognitive appraisal
(C) Physiological arousal
(D) Expressive behavior

34. A person who works to develop their full potential and become the best version of themselves is, according to Maslow, attempting to satisfy which need?
(A) Self-actualization
(B) Physiological
(C) Safety
(D) Esteem

35. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): According to the Schachter-Singer theory, the same state of physiological arousal can be experienced as different emotions depending on the cognitive label applied.
Reason (R): The theory posits that physiological arousal is non-specific and requires cognitive interpretation to be identified as a specific emotion.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

36. The process by which individuals acquire the knowledge, skills, and dispositions that enable them to participate as effective members of society is known as:
(A) Motivation
(B) Socialization
(C) Emotion
(D) Stress management

37. The concept of "homeostasis" is central to which theory of motivation?

Downloaded from www.pdf.tube

290. (C) Spearman and Cattell
Some researchers proposed that intelligence is organized like a pyramid, with a universal mental power at the top and more specialized skills underneath. This structure allows for both a general factor and distinct categories like innate reasoning or acquired knowledge. Correctly identifying the theorists who share this hierarchical view is essential for understanding the development of models.

291. (B) Raven's Progressive Matrices
This assessment tool is unique because it uses only visual puzzles to measure an individual's innate reasoning power. By avoiding the use of words or general knowledge, it is a more equitable way to evaluate people from different cultures and linguistic backgrounds. This focuses the test on pure cognitive ability rather than on what someone has learned.

292. (D) A student-centered approach
In an environment focused on the learner, students are expected to work together to investigate complex issues and find their own solutions. This shift from passive listening to active cooperation is a core part of this pedagogical philosophy. It encourages pupils to develop important social and critical thinking skills while the teacher acts as a guide and resource.

293. (A) Fluid intelligence
This type of mental ability represents the innate capacity to think logically and solve completely new problems in unique situations. It does not depend on schooling or cultural information. Instead, it is based on a person's biological reasoning power. Understanding this part of intelligence is essential for seeing how our cognitive abilities reach their peak and then change.

294. (C) Statement I is true, but Statement II is false.
This influential perspective argues that people can acquire a great deal of behavior by watching others. However, it also emphasizes that internal thought processes like paying attention and remembering are essential for this type of learning to happen. It is wrong to say that cognition plays no role; instead, it is a central part of learning.

295. (A) Make the subject matter understandable to students.
A truly successful educator must be able to do more than just know their subject deeply. They also need to be able to explain complex ideas in a way that their class can easily follow. This practical teaching skill is essential for helping every student succeed and reach their academic potential, regardless of how difficult the material might seem.

296. (D) Divergent thinking and creative abilities.
These specialized assessment tools are designed to evaluate a person's capacity for original thought. They look at several different factors, such as the total volume of ideas, the variety of categories used, and how unique the answers are. By measuring these specific mental skills, the tests provide a much better picture of creative potential than traditional tests.

297. (B) A dominant general factor ('g')
The main disagreement between these two researchers was over whether intelligence is a single universal power or a group of several independent capacities. One believed that a central mental energy influenced every cognitive task, while the other argued that we should focus on seven distinct primary mental abilities. This debate shaped much of the early history of theory.

298. (B) A general intelligence underlying all cognitive tasks
Spearman's Two-Factor Theory of Intelligence states that performance in any intellectual activity depends on two components: general intelligence (g) and specific abilities (s). The 'g' factor refers to a common mental capacity that influences performance in various cognitive tasks such as reasoning, learning, and problem-solving. Because of this general factor, people who perform well in one intellectual task often perform well in others.

NODIA

299. (C) Generating many possible ideas or solutions
Divergent thinking is a major element of creativity. It involves producing many different ideas, solutions, or responses to a single problem or question. Unlike convergent thinking, which focuses on finding one correct answer, divergent thinking encourages exploring multiple possibilities. Activities like brainstorming or

48. A key component of the Schachter-Singer theory is that an emotional experience requires:
(A) both physiological arousal and a cognitive label.
(B) only a physiological response.
(C) only a cognitive interpretation.
(D) a pre-programmed, instinctual reaction.

49. Which of the following is NOT one of the criteria of motivated behavior?
(A) Activation
(B) Invariability
(C) Direction
(D) Maintenance

50. How does culture, as an agent of socialization, primarily influence an individual?
(A) By providing the broad framework of societal beliefs.
(B) By determining the individual's genetic makeup.
(C) By controlling physiological reactions to stress.
(D) By dictating the person's innate instincts and drives.

51. Match List-I with List-II and select the correct answer from the codes given below.
List I: (Concept)
P. Drive
Q. Incentive
R. Critical Period
S. Socialization
List II: (Description)
1. External stimulus that pulls behavior
2. Process of acquiring societal norms
3. Internal state of tension that pushes behavior
4. Optimal time for certain developmental learning
(A) P-1, Q-3, R-2, S-4
(B) P-3, Q-1, R-4, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-4, R-3, S-1

52. An individual appraises a situation as threatening, leading to the experience of fear. This is a central tenet of:
(A) Drive theory.
(B) Instinct theory.
(C) Lindsley's activation theory.
(D) Cognitive-appraisal theory of emotion.

53. Which of the following is an example of a coping strategy for stress?
(A) Increased secretion of cortisol.
(B) A pounding heart and sweating palms.
(C) Seeking social support from friends.
(D) The initial appraisal of a situation.

54. The need for affiliation, achievement, and power are typically classified as what kind of motives?
(A) Biological motives
(B) Physiological motives
(C) Instinctual motives
(D) Social or learned motives

55. Consider the following statements about human development:
1. Development is exclusively a process of quantitative change.
2. The concept of critical periods suggests that the timing of experiences can be crucial.
3. Development follows a universal sequence, but the rate can vary among individuals.
Which of the statements given above are correct?
(A) 1 and 2
(B) 2 and 3
(C) 1 and 3
(D) 1, 2 and 3

56. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): According to need-hierarchy theory, a person will not be primarily motivated by esteem needs if their safety needs are not met.
Reason (R): Maslow's theory proposes that lower-level needs must be substantially satisfied before higher-level needs become the primary drivers of behavior.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

57. Which branch of the nervous system is most directly involved in the physiological arousal component of emotion?
(A) The central nervous system only.

Click Here to Buy book on Amazon

(B) The somatic nervous system.
(C) The autonomic nervous system.
(D) The cranial nervous system.

58. A toddler learning to share toys with a sibling is an example of socialization primarily occurring within the context of the:
(A) school.
(B) media.
(C) culture at large.
(D) family.

59. A feeling of hunger that prompts a person to find food is an example of behavior initiated by:
(A) a drive.
(B) an incentive.
(C) a self-actualization need.
(D) a cognitive appraisal.

60. Which theory posits that emotional intensity is related to the level of physiological arousal, but the specific type of emotion is determined by our cognitive interpretation of the situation?
(A) Lindsley's activation theory
(B) Schachter-Singer theory
(C) Instinct theory
(D) Drive theory

61. All of the following are listed as strategies for coping with stress EXCEPT:
(A) Problem-focused coping
(B) Emotion-focused coping
(C) Seeking social support
(D) Ignoring the existence of the stressor entirely

62. The principle that development proceeds from the head downwards is known as the:
(A) Cephalocaudal principle.
(B) Proximodistal principle.
(C) Critical period principle.
(D) Socialization principle.

63. Which of the following is an incorrect pairing of a motivation theory and its key concept?
(A) Instinct Theory - Fixed action patterns
(B) Drive Theory - Homeostasis
(C) Need-Hierarchy Theory - Arousal
(D) Incentive Theory - External stimuli

64. When a person evaluates their options and resources for dealing with a stressful event, they are engaging in:
(A) primary appraisal.
(B) secondary appraisal.
(C) physiological arousal.
(D) instinctual behavior.

65. The role of media in socialization refers to the influence of:
(A) close friends and classmates.
(B) television and mass platforms.
(C) teachers and school curriculum.
(D) parents and siblings.

66. Which of the following is the best example of a "critical period" in development?
(A) Geese forming attachment after hatching.
(B) Adolescents choosing a career path.
(C) Adults deciding to get married.
(D) A child learning to ride a bicycle.

NODIA

67. Consider the following statements:
Statement I: Motivation is a process that energizes and directs behavior.
Statement II: Emotion is a subjective state of feeling that is often accompanied by physiological changes.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

68. According to Lindsley's Activation Theory, an optimal level of arousal leads to:
(A) maximum emotional disturbance.
(B) a state of deep sleep.
(C) lack of emotional response.
(D) efficient task performance.

69. Which of the following is a key characteristic of stress?
(A) It is always caused by a single event.
(B) It is a static condition over time.
(C) It is a dynamic interaction process.
(D) It only has negative consequences.

70. The need for food, water, and sleep would be at which level of Maslow's hierarchy?
(A) Level 2: Safety
(B) Level 1: Physiological
(C) Level 3: Belongingness
(D) Level 4: Esteem

71. The influence of a "clique" or a "friendship group" on an adolescent's clothing style and music taste is an example of socialization by:
(A) family.
(B) school.
(C) media.
(D) peers.

72. The central idea of incentive theories of motivation is that:
(A) behavior is pulled by environment stimuli.
(B) behavior is pushed by biological needs.
(C) behavior is a product of fixed patterns.
(D) behavior is motivated by full potential.

73. The "fight-or-flight" response is a classic example of a:
(A) cognitive appraisal of emotion.
(B) strategy for stress management.
(C) physiological reaction to stress.
(D) principle of moral development.

74. According to cognitive-appraisal theory, two people can have different emotional reactions to the exact same event because:
(A) their physiological arousal levels are different.
(B) their nervous systems are structured differently.
(C) one person is more motivated than the other.
(D) they interpret the event differently.

75. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): A period of unemployment can be a significant source of stress.
Reason (R): It can be appraised as a threat to one's financial security, self-esteem, and social standing, thus demanding coping resources.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

76. Arrange the following stages of a stress reaction in a plausible sequence.
1. Physiological arousal (e.g., increased heart rate)
2. Appraisal of the event as a threat
3. Encounter with a potential stressor
4. Coping behavior is initiated
(A) 3, 2, 1, 4
(B) 1, 2, 3, 4
(C) 2, 1, 4, 3
(D) 3, 4, 2, 1

77. The classification of emotions often involves dimensions such as:
(A) activation and drive.
(B) valence and intensity.
(C) instinct and incentive.
(D) socialization and moral development.

78. A student decides to cheat on an exam. The study of the reasoning behind this decision as right or wrong falls under the domain of:
(A) stress management.
(B) moral development.
(C) emotional classification.
(D) drive theory.

79. Which of the following is NOT a principle of development?
(A) Development is cumulative.
(B) Development results from maturation.
(C) Development is reversible at any stage.
(D) Development proceeds general to specific.

80. According to Maslow, the desire for friendship, love, and a sense of connection with others belongs to which category of needs?
(A) Physiological needs
(B) Safety needs
(C) Esteem needs
(D) Belongingness and love needs

81. Which of the following is a defining characteristic of motivated behavior?
(A) It is always observable.
(B) It is goal-directed.
(C) It is always biological.

Downloaded from www.pdf.tube

(D) It is independent of environment.

82. The Schachter-Singer experiment, which involved injecting participants with epinephrine, provided evidence that:
(A) cognitive factors interpret arousal.
(B) arousal alone produces specific emotion.
(C) emotions are purely a product of instinct.
(D) stress has no impact on experience.

83. Match List-I with List-II and select the correct answer from the codes given below.
List I: (Agent of Socialization)
P. Family
Q. Peers
R. School
S. Media
List II: (Primary Influence)
1. Transmission of counter-culture and group identity
2. Imparting formal curriculum and societal rules
3. Shaping consumer attitudes and broad cultural views
4. Establishing primary attachment and basic values
(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-4, R-3, S-2
(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-1, R-2, S-4

84. Meditating to calm oneself before an important presentation is an example of:
(A) a reaction to stress.
(B) a physiological correlate of emotion.
(C) a primary motive.
(D) a stress management technique.

85. Consider the following statements about motivation:
1. Incentive theory focuses on the "pull" of external stimuli.
2. Drive theory focuses on the "push" of internal states.
3. Instinct theory suggests that all human behavior is learned.
Which of the statements given above are correct?
(A) 1 and 2
(B) 2 and 3
(C) 1 and 3
(D) 1, 2 and 3

86. A "critical period" for language acquisition in humans suggests that:
(A) language can be learned at any point.
(B) there is an optimal time in early life.
(C) language development is entirely genetic.
(D) moral development depends on language.

87. Which of the following best describes the relationship between the concepts of motivation and emotion?
(A) They are completely independent.
(B) Motivation is a reaction to emotion.
(C) Emotions can act as motives.
(D) Emotion is cognitive; motivation is biological.

88. Lindsley's activation theory is primarily concerned with the _____ of emotion.
(A) social expression
(B) cognitive label
(C) moral implication
(D) physiological intensity

89. Which of the following is an example of a social motive?
(A) The need for achievement.
(B) The need for oxygen.
(C) The need for body temperature.
(D) The need to sleep.

90. The concept that development occurs in an orderly way and builds upon earlier structures and abilities is known as the principle of:
(A) Randomness
(B) Cumulativeness
(C) Reversibility
(D) Stagnation

91. Which theory of motivation would best explain why a person might eat even when not hungry, simply because they see a delicious-looking cake?
(A) Drive theory
(B) Instinct theory
(C) Incentive theory
(D) Activation theory

92. Which of the following is NOT considered a physiological correlate of emotion?
(A) Change in heart rate
(B) Change in breathing pattern

NODIA

(C) Change in skin conductance
(D) The cultural rule for display

93. The process of learning social norms and expectations by observing parents, teachers, and friends is central to:
(A) the need-hierarchy theory.
(B) the cognitive-appraisal theory.
(C) the process of socialization.
(D) the management of stress.

94. According to cognitive-appraisal theory, our emotional response is critically dependent on our:
(A) level of physiological arousal.
(B) assessment of situational significance.
(C) innate, instinctual programming.
(D) position in the need hierarchy.

95. A student feels anxious about an upcoming exam. She decides to create a detailed study schedule and stick to it. This is an example of what kind of coping strategy?
(A) Emotion-focused coping
(B) Avoidance coping
(C) A physiological stress reaction
(D) Problem-focused coping

96. Which motivational theory has been criticized for being more descriptive than explanatory, often simply labeling behaviors without explaining their causes?
(A) Instinct theory
(B) Drive theory
(C) Incentive theory
(D) Need-hierarchy theory

97. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Media can act as a powerful agent of socialization.
Reason (R): Media platforms present models of behavior and convey cultural values, which can be adopted by individuals, especially children and adolescents.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

98. The need to feel competent, autonomous, and secure in one's environment relates to which level of Maslow's hierarchy?
(A) Physiological needs
(B) Love/belonging needs
(C) Safety needs
(D) Esteem needs

99. According to the two-factor theory of emotion, what are the two factors?
(A) Instinct and drive
(B) Stress and coping
(C) Valence and intensity
(D) Physiological arousal and cognitive label

100. Learning the rules of a game in school is an instance of socialization provided by which agent?
(A) School
(B) Family
(C) Peers
(D) Media

101. Which of the following is the most appropriate definition of stress?
(A) Any event that causes life change.
(B) The response to any demand.
(C) Negative state without physiology.
(D) State of complete relaxation.

102. What is the fundamental difference between a motive and an emotion?
(A) Emotions direct; motives are feeling.
(B) Motives are learned; emotions are innate.
(C) Motives direct; emotions are feelings.
(D) Emotions are cognitive; motives are biological.

103. Which of the following is an example of the influence of culture as an agent of socialization?
(A) Child learning native language.
(B) Teenager adopting friend style.
(C) Student learning algebra rules.
(D) Learning individualism is valued.

104. Arrange the following developmental periods in chronological order.
1. Adolescence
2. Infancy

Click Here to Buy book on Amazon

174. The influence of a teacher in conveying knowledge and enforcing classroom rules is socialization through:
(A) family.
(B) peers.
(C) media.
(D) school.

175. Which statement best represents the core principle of drive theory?
(A) "I'm eating because I'm hungry."
(B) "I'm exploring out of curiosity."
(C) "I'm studying for an 'A'."
(D) "I'm helping because it's right."

176. Which of the following is a key characteristic of emotion?
(A) It is always long-lasting.
(B) It involves a subjective feeling.
(C) It is independent of cognition.
(D) No physiological change occurs.

177. Match List-I with List-II.
List I: (Life-Span Concept)
P. Socialization
Q. Moral Development
R. Critical Period
S. Developmental Principle
List II: (Example/Definition)
1. Optimal window for language acquisition
2. Development is cumulative and orderly
3. Learning the norms and values of one's culture
4. Changes in reasoning about right and wrong
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

178. A person who loses their job and then develops a plan to search for a new one is using which strategy?
(A) Emotion-focused
(B) Problem-focused
(C) Avoidant
(D) Physiological

179. The need for air, food, and water are considered:
(A) Social motives
(B) Secondary motives
(C) Biological motives
(D) Psychological motives

180. Development influenced by winning the lottery reflects the principle that development is:
(A) plastic.
(B) lifelong.
(C) multidirectional.
(D) contextual.

NODIA

181. According to the Schachter-Singer theory, if you are physiologically aroused and unsure of the cause, you will:
(A) Experience no emotion.
(B) Feel negative by default.
(C) Look for cues to label emotion.
(D) Revert to homeostasis.

182. A fixed, unlearned pattern of behavior that is characteristic of a species is called:
(A) a drive.
(B) an instinct.
(C) an incentive.
(D) a motive.

183. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The nervous system is critically important in the experience of emotion.
Reason (R): The autonomic nervous system regulates physiological arousal, while the brain, particularly areas like the amygdala and cortex, is involved in processing and interpreting emotional stimuli.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

184. The role of media as an agent of socialization is unique in that it:
(A) only influences adults.
(B) is always a positive influence.
(C) has less influence than peers.
(D) allows mass transmission.

185. Consider the following:
1. Instinct theory
2. Drive theory

(C) Development is non-contextual.
(D) Development is a lifelong process.

116. Talking to a friend about a problem to get emotional support is an example of:
(A) Problem-focused coping
(B) Emotion-focused coping
(C) A physiological response
(D) A primary drive

117. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Drive theory is better at explaining behaviors aimed at reducing internal tension than those aimed at seeking excitement.
Reason (R): The core principle of drive theory is homeostasis, the tendency to maintain a stable internal state, which doesn't account for sensation-seeking behaviors.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

118. Which statement best reflects the role of peers in socialization during adolescence?
(A) Peers replace family as security.
(B) Peers have little to no influence.
(C) Peer influence is limited to academics.
(D) Peers provide context for identity.

119. A person sees a snake. According to cognitive-appraisal theory, the emotion of fear is produced when:
(A) the snake is interpreted as a threat.
(B) the heart starts pounding.
(C) the pounding heart is labeled "fear".
(D) an innate "fear" instinct activates.

120. Which kind of motive is most likely being satisfied when a person joins a club or a team?
(A) A physiological motive
(B) A social motive
(C) An instinctual motive
(D) A drive-reduction motive

121. "Critical periods" in development are so-named because:
(A) they are periods of intense crisis.
(B) absence of experience causes deficits.
(C) they are the only times for development.
(D) development is critically reviewed.

122. Which of the following is a key component of stress management?
(A) Developing effective coping strategies.
(B) Increasing the number of stressors.
(C) Focusing solely on physiological reactions.
(D) Avoiding all social interaction.

123. Which of the following is an INCORRECT statement about motivation?
(A) Motivated behavior is often persistent.
(B) Motivation involves biological factors.
(C) All motivated behaviors are innate.
(D) Motivation helps direct behavior.

124. A common way to classify emotions is by their:
(A) motivational properties.
(B) level of physiological arousal.
(C) associated coping strategy.
(D) complexity (primary vs. secondary).

125. Children learning gender-specific ways deemed appropriate by culture is a clear example of:
(A) stress management.
(B) drive reduction.
(C) socialization.
(D) Lindsley's activation theory.

NODIA

126. Consider the following statements regarding theories of emotion:
Statement I: The Schachter-Singer theory posits that emotion results from the cognitive labeling of non-specific physiological arousal.
Statement II: The Cognitive-Appraisal theory posits that the evaluation of a situation's meaning precedes both physiological arousal and the emotional experience.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

3. Early Childhood
4. Middle Childhood

(A) 2, 4, 3, 1
(B) 2, 3, 4, 1
(C) 1, 4, 3, 2
(D) 3, 2, 1, 4

105. A person lost in a desert will be most preoccupied with which of the following needs, according to Maslow?
(A) Finding a romantic partner.
(B) Finding water to drink.
(C) Gaining the respect of others.
(D) Achieving creative potential.

106. The idea that "we feel sorry because we cry, angry because we strike, afraid because we tremble" reflects which concept?
(A) Cognition comes first in emotion.
(B) Arousal is non-specific.
(C) Emotion is purely instinctual.
(D) Physiology comes first in emotion.

107. Which of the following is a characteristic of stress reactions?
(A) They are physiological and psychological.
(B) They are exclusively psychological.
(C) They are uniform for every individual.
(D) They are always under conscious control.

108. The need for recognition, respect, and a sense of accomplishment are part of which level in Maslow's hierarchy?
(A) Safety needs
(B) Love/belonging needs
(C) Esteem needs
(D) Self-actualization needs

109. Consider the following statements about emotion and motivation:
1. Emotions cannot function as motives.
2. Motives are always aimed at reducing a biological need.
3. Both emotion and motivation can activate and direct behavior.

Which of the statements given above are correct?
(A) 3 only
(B) 1 and 2
(C) 2 and 3
(D) 1, 2 and 3

110. The concept of "moral development" in psychology is most concerned with:
(A) reasoning about justice and fairness.
(B) development of social etiquette.
(C) development of emotional expression.
(D) development of physical skills.

111. Which theory explains behaviors seeking stimulation, such as riding a roller coaster?
(A) Drive theory
(B) Instinct theory
(C) Need-hierarchy theory
(D) Arousal theory

112. Match List-I with List-II and select the correct answer from the codes given below.
List I: (Psychologist)
P. Abraham Maslow
Q. Stanley Schachter
R. Richard Lazarus
S. Clark Hull
List II: (Associated Theory)
1. Cognitive-Appraisal Theory of Emotion
2. Drive Theory
3. Need-Hierarchy Theory
4. Two-Factor Theory of Emotion

(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-1, R-4, S-3

113. A child who is praised for sharing is more likely to share in the future. This is an example of learning through which agent of socialization?
(A) Culture
(B) Media
(C) Family
(D) School

114. The activation-synthesis model of emotion would suggest the difference between boredom and joy is primarily:
(A) cognitive label.
(B) cultural context.
(C) moral judgment.
(D) nervous system arousal.

115. All of the following are principles of development EXCEPT:
(A) Development is multidirectional.
(B) Development is plastic.

Downloaded from www.pdf.tube

(D) The developmental stages of emotional understanding.

139. A key assumption of Maslow's need-hierarchy theory is that:
(A) all needs have equal importance.
(B) self-actualization is first.
(C) higher needs follow lower needs.
(D) social needs are less important.

140. Moral development is a process that is heavily influenced by:
(A) diet and exercise.
(B) innate temperament.
(C) physiological reaction.
(D) cognitive abilities.

141. A person who feels happy after receiving good news experiences subjective feeling, physiology, and a smile. This illustrates:
(A) classification
(B) management
(C) characteristics
(D) hierarchy

142. A teenager conforming to the dress code of their friendship group is an example of which agent of socialization?
(A) School
(B) Peers
(C) Family
(D) Media

143. Which of the following is a key critique of the early instinct theories of motivation?
(A) Too much emphasis on learning.
(B) Ignored biological factors.
(C) Only applicable to humans.
(D) Relied on circular reasoning.

144. Arrange the steps of the Schachter-Singer theory of emotion in the correct sequence.
1. Cognitive label is applied to the arousal.
2. An emotional feeling is experienced.
3. A stimulus event occurs.
4. Physiological arousal is produced.

(A) 3, 1, 4, 2
(B) 3, 4, 1, 2
(C) 1, 3, 4, 2
(D) 4, 1, 3, 2

145. "Eustress" is a term sometimes used to describe:
(A) beneficial or motivating stress.
(B) negative debilitating stress.
(C) complete absence of stress.
(D) chronic long-term stressors.

146. Which of the following is the best description of a "motive"?
(A) A specific feeling state.
(B) A need that directs behavior.
(C) A physiological response.
(D) A developmental stage.

147. A baby learning that crying gets them attention from a caregiver is an early form of:
(A) moral development.
(B) stress management.
(C) family socialization.
(D) self-actualization.

NODIA

148. The study of how people react to, cope with, and manage stress implies that stress is:
(A) a fixed trait.
(B) a biological reflex.
(C) irrelevant to well-being.
(D) a manageable process.

149. Human development shaped by family, school, and culture reflects the principle of:
(A) Plasticity
(B) Multidimensionality
(C) Contextualism
(D) Lifelong development

150. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The Schachter-Singer theory and Cognitive-Appraisal theory are both considered cognitive theories of emotion.
Reason (R): Both theories emphasize the crucial role of mental processes (labeling or appraisal) in determining the specific emotion that is experienced.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

151. Match List-I with List-II and select the correct answer.
List I: (Term)
P. Homeostasis
Q. Self-actualization
R. Appraisal
S. Socialization
List II: (Associated Concept)
1. Cognitive-appraisal theory of emotion
2. Drive theory of motivation
3. Need-hierarchy theory of motivation
4. Process of learning societal roles
(A) P-2, Q-3, R-1, S-4
(B) P-3, Q-2, R-4, S-1
(C) P-2, Q-1, R-3, S-4
(D) P-4, Q-3, R-1, S-2

152. Which of the following is a primary criticism of Maslow's need-hierarchy theory?
(A) It ignores biological needs.
(B) Hierarchical order is not universal.
(C) Focused on external incentives.
(D) Only applies to animals.

153. Deciding if an upcoming job interview is a "threat" or a "challenge" is central to which theory?
(A) Lindsley's activation theory
(B) Schachter-Singer theory
(C) Cognitive-appraisal theory
(D) Instinct theory

154. The role of the family as an agent of socialization is considered primary because:
(A) it only teaches moral values.
(B) it selects the peer group.
(C) it handles formal education.
(D) it is the first social context.

155. Consider the following statements about stress:
1. Experience of stress depends on appraisal.
2. Reactions include physiological and cognitive changes.
3. Management aims to eliminate all arousal.
Which of the statements given above are correct?
(A) 1 and 2
(B) 2 and 3
(C) 1 and 3
(D) 1, 2 and 3

156. The desire to attain a high standard of excellence is known as:
(A) need for affiliation.
(B) need for achievement.
(C) need for power.
(D) need for safety.

157. Which of the following is the best example of a "critical period" in prenatal development?
(A) Nine-month gestation period.
(B) Organ system phase in first trimester.
(C) The moment of birth.
(D) Second trimester movements.

158. Which of the following is NOT a core component of the definition of emotion?
(A) Drive reduction
(B) Physiological arousal
(C) Expressive behaviors
(D) Conscious experience

159. An internal deficiency is called a(n) _____, while an external object is called a(n) _____.
(A) incentive; drive
(B) drive; drive
(C) drive; incentive
(D) motive; emotion

160. The study of moral development is part of understanding:
(A) theories of emotion.
(B) stress management techniques.
(C) kinds of motives.
(D) development of human behavior.

161. A student experiences a racing heart, sweaty palms, and a stomach "knot" before an exam. These are:
(A) coping strategies.
(B) physiological reactions.
(C) principles of development.
(D) criteria of behavior.

162. The main idea of Lindsley's activation theory is that emotion is associated with:
(A) central nervous system arousal.
(B) specific "emotion neurons".
(C) cognitive labeling process.
(D) satisfaction of needs.

Click Here to Buy book on Amazon

163. Children being taught assertiveness in one culture and cooperation in another demonstrates the influence of:
(A) peers
(B) media
(C) culture
(D) family

164. In Maslow's hierarchy, the needs for security, stability, and freedom from fear are known as:
(A) Physiological needs
(B) Love and belongingness needs
(C) Esteem needs
(D) Safety needs

165. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Peers are a particularly important agent of socialization during adolescence.
Reason (R): During adolescence, individuals often form an identity separate from their family, and peer groups provide a source of new norms, values, and social comparison.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

166. Which theory would struggle to explain a specific emotion like guilt occurring without noticeable physiological arousal?
(A) Schachter-Singer Theory
(B) Lindsley's Activation Theory
(C) Cognitive-Appraisal Theory
(D) Drive Theory

167. A person who is feeling stressed might choose to go for a run to "blow off steam." This is:
(A) Problem-focused coping
(B) Appraisal-focused coping
(C) Instinctual coping
(D) Emotion-focused coping

168. Which of the following is NOT a criterion used to identify motivated behavior?
(A) Universality
(B) Activation
(C) Persistence
(D) Intensity

169. Consider the following statements:
Statement I: Drive theory proposes that behavior is motivated by the desire to attain external rewards.
Statement II: Incentive theory proposes that behavior is motivated by the desire to reduce internal tension.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

170. Understanding that moral principles may conflict with societal laws is characteristic of advanced:
(A) emotional development.
(B) moral development.
(C) stress reaction.
(D) drive reduction.

171. Which motivational theory is structured as a pyramid of needs?
(A) Instinct theory
(B) Drive theory
(C) Incentive theory
(D) Need-hierarchy theory

172. The process of evaluating a stressful situation and one's ability to cope with it is known as:
(A) Activation
(B) Appraisal
(C) Homeostasis
(D) Socialization

173. What do the Schachter-Singer, Cognitive-Appraisal, and Lindsley's activation theories all attempt to explain?
(A) Nature and kinds of motives.
(B) Strategies for coping.
(C) Process of emotional states.
(D) Principles of development.

NODIA

127. The highest and most abstract level of Maslow's hierarchy of needs is:
(A) Esteem
(B) Safety
(C) Belongingness
(D) Self-actualization

128. A student who is overwhelmed by their course load is experiencing a reaction to:
(A) stress.
(B) a critical period.
(C) a social motive.
(D) an emotional classification.

129. The main difference between Instinct Theory and Drive Theory is:
(A) Instinct is pull; drive is push.
(B) Drive is social; instinct is biological.
(C) Instinct is fixed; drive is tension.
(D) There is no difference in terms.

130. What is a "physiological correlate" of an emotion?
(A) The bodily change that occurs.
(B) The thought that accompanies it.
(C) The facial expression shown.
(D) The social situation caused it.

131. The school system's role in socialization includes teaching all of the following EXCEPT:
(A) official academic curriculum.
(B) rules for large group interaction.
(C) "hidden curriculum" expectations.
(D) formation of primary attachment bonds.

132. According to Lindsley's activation theory, a state of panic or extreme excitement would be characterized by:
(A) low central nervous system activation.
(B) high central nervous system activation.
(C) optimal central nervous system activation.
(D) lack of cognitive appraisal.

133. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): In cognitive appraisal theory, the same event, such as a promotion at work, can elicit either joy or anxiety.
Reason (R): The emotional outcome depends on whether the individual appraises the promotion as a welcome challenge (joy) or as a source of overwhelming new responsibilities (anxiety).
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

134. Which of the following is the best example of behavior driven by a primary, biological motive?
(A) Writing a novel
(B) Running for office
(C) Playing a game
(D) Drinking when thirsty

135. Consider the following elements related to emotion:
1. A subjective feeling.
2. Bodily arousal.
3. Expressive behaviors.
Which of these are considered core characteristics of emotion?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

136. The principle of life-span development that states "development involves both growth and decline" is known as:
(A) Plasticity
(B) Multidirectionality
(C) Lifelong learning
(D) Contextualism

137. Which coping strategy involves trying to change the stressful situation itself?
(A) Emotion-focused coping
(B) Problem-focused coping
(C) Avoidant coping
(D) Defensive coping

138. Which of the following is a primary focus of Lindsley's activation theory of emotion?
(A) The role of external rewards in emotional behavior.
(B) The cultural rules governing emotional expression.
(C) Activation continuum from sleep to excitement.

Downloaded from www.pdf.tube

3. Incentive theory
4. Need-hierarchy theory

Which of these are theories of motivation?
(A) 1, 2 and 3 only
(B) 2, 3 and 4 only
(C) 1, 2, 3 and 4
(D) 1 and 4 only

186. Which of the following is an example of a physiological correlate of excitement?
(A) A specific event happening.
(B) The process of appraising events.
(C) Physiological arousal only.
(D) An anxious personality trait.

187. In the context of life-span development, "plasticity" refers to the idea that:
(A) development stops early.
(B) traits are fixed forever.
(C) capacities can be modified.
(D) paths are universal for all.

188. Which of the following is an example of a secondary or learned motive?
(A) Desire for food.
(B) Maintaining temperature.
(C) Desire for sleep.
(D) Desire for money.

189. According to cognitive-appraisal theories, what is the first step in an emotional response?
(A) Physiological arousal
(B) An expressive action
(C) A cognitive evaluation
(D) Naming the emotion

190. A student's decision not to steal because they believe it is wrong, regardless of risk, reflects their:
(A) moral development.
(B) level of arousal.
(C) peer socialization.
(D) stress coping.

191. Which theory of motivation emphasizes an internal state of tension that the organism is motivated to reduce?
(A) Incentive theory
(B) Instinct theory
(C) Activation theory
(D) Drive theory

192. Which of the following is the best example of a physiological correlate of excitement?
(A) Smiling
(B) An increased heart rate
(C) Saying "I'm excited!"
(D) Reason for excitement

NODIA

193. The concept that development proceeds from the center of the body outward is known as the:
(A) Cephalocaudal principle.
(B) Proximodistal principle.
(C) Principle of plasticity.
(D) Principle of contextualism.

194. A person waiting for test results labels their pounding heart as "anxiety" because:
(A) context suggests anxiety.
(B) response is innate.
(C) arousal is specific to anxiety.
(D) all high states are anxiety.

195. Deep breathing exercises and progressive muscle relaxation are techniques used for:
(A) increasing motivation.
(B) classification of emotions.
(C) management of stress.
(D) enhancing moral development.

196. The process of socialization is:
(A) completed by age 5.
(B) only in Western cultures.
(C) independent of family.
(D) a lifelong process.

197. Which of the following correctly pairs a theory of motivation with its central concept?
(A) Drive Theory — Self-actualization
(B) Incentive Theory — Homeostasis
(C) Need-Hierarchy — Prepotency
(D) Instinct Theory — Learned behaviors

198. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The family, peers, school, culture, and media are all considered agents of socialization.
Reason (R): Each of these entities provides a context in which individuals learn and internalize the norms, values, and behaviors of their society.

(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

199. According to Lindsley's activation theory, performance on a complex task would be worst at which levels of arousal?
(A) Only at very low levels
(B) Only at very high levels
(C) At both low and high levels
(D) At moderate levels

200. The need to be with other people is termed the need for:
(A) achievement.
(B) affiliation.
(C) power.
(D) self-actualization.

201. Which of the following is an example of the "nature" aspect of development?
(A) Parenting style influence.
(B) Genetic predisposition.
(C) Education impact.
(D) Media exposure effect.

202. Which of the following is NOT commonly recognized as a major theory of emotion?
(A) Cannon-Bard theory
(B) Schachter-Singer theory
(C) Cognitive-appraisal theory
(D) Lindsley's activation theory

203. A person trying to lose weight avoids buying junk food. The junk food, in this context, acts as a(n):
(A) drive
(B) instinct
(C) incentive
(D) physiological need

204. Which of the following is a behavioral reaction to stress?
(A) Increased cortisol levels
(B) Feeling anxious
(C) Rise in blood pressure
(D) Changes in sleep patterns

205. Match List-I with List-II and select the correct answer.
List I: (Motivational Concept)
P. Instinct
Q. Drive
R. Incentive
S. Need for Achievement
List II: (Example)
1. A cash bonus for good performance
2. A spider spinning a web
3. The desire to excel and meet high standards
4. A state of hunger or thirst
(A) P-2, Q-4, R-1, S-3
(B) P-4, Q-2, R-3, S-1
(C) P-2, Q-1, R-4, S-3
(D) P-3, Q-4, R-1, S-2

206. The concept of moral development implies that an individual's sense of right and wrong:
(A) is fixed at birth.
(B) changes and becomes complex.
(C) is solely from family.
(D) is unrelated to cognition.

207. Which statement accurately describes a key principle of life-span development?
(A) Development is only growth.
(B) One-dimensional process.
(C) Ends in early adulthood.
(D) Development is plastic.

208. The difference between primary and secondary appraisal of stress is that:
(A) Primary assesses situation; secondary assesses resources.
(B) Secondary assesses situation; primary assesses resources.
(C) Primary is physiological; secondary is psychological.
(D) Primary is after; secondary is before.

209. A person climbing Mount Everest for accomplishment is likely motivated by needs at which level?
(A) Physiological and Safety
(B) Belongingness
(C) Esteem and Self-actualization
(D) Safety only

Click Here to Buy book on Amazon

210. Which theory explicitly states that emotion is the product of physiological arousal and a cognitive label?
(A) Schachter-Singer theory
(B) Cognitive-appraisal theory
(C) Lindsley's activation theory
(D) Instinct theory

211. Which of the following is an example of a motive?
(A) The feeling of joy
(B) A racing heart
(C) A frown
(D) The desire for success

212. Which of the following is NOT a characteristic of stress?
(A) Interaction between person/environment.
(B) Depends on appraisal.
(C) Triggers physiological reactions.
(D) Always a harmful experience.

213. Consider the following statements about socialization:
1. The family is typically the first agent of socialization.
2. The media can influence attitudes and behaviors on a mass scale.
3. Peer groups often become highly influential during adolescence.

Which of the statements given above are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

214. The drive theory of motivation is based on the principle of:
(A) seeking stimulation.
(B) achieving full potential.
(C) responding to rewards.
(D) maintaining homeostasis.

215. A key contribution of cognitive-appraisal theory is the idea that:
(A) interpretation is the primary determinant of emotion.
(B) arousal must occur first.
(C) emotions are arousal points.
(D) emotions are innate.

216. The concept that certain skills are best learned at a specific time is known as:
(A) socialization.
(B) a critical period.
(C) moral development.
(D) stress management.

217. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Instinct theory provides a limited explanation for the complexity of human motivation.
Reason (R): Much of human behavior is learned and flexible, not fixed and unlearned, and the theory often just labels behaviors as "instincts" without explaining them.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

218. When an individual's blood sugar is low, they are motivated to eat. This is best explained by:
(A) Incentive theory
(B) Drive theory
(C) Instinct theory
(D) Cognitive-appraisal theory

219. The study of changes in heart rate and galvanic skin response during an emotional experience falls under:
(A) classification of emotion.
(B) cognitive appraisal.
(C) physiological correlates.
(D) stress management.

220. Which agent of socialization is primarily responsible for transmitting knowledge through a formal curriculum?
(A) Family
(B) Peers
(C) School
(D) Media

221. Which theory argues that happiness intensity depends on the overall level of physiological arousal?
(A) Cognitive-appraisal theory

Downloaded from www.pdf.tube

296. A student who joins a study group to deal with a course is using:
(A) Emotion-focused
(B) Problem-focused
(C) Avoidance
(D) Physiological

297. The need for a stable and secure environment falls under:
(A) Physiological
(B) Safety
(C) Esteem
(D) Self-actualization

298. Consider the following statements:
Statement I: The nervous system's role in emotion is limited to the brain's cognitive centers.
Statement II: The autonomic nervous system is responsible for many of the physiological changes, such as heart rate, that accompany emotion.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

NODIA

299. Which of the following is NOT a core principle of life-span development?
(A) Development is lifelong.
(B) Development is multidimensional.
(C) Development is plastic.
(D) Development is static.

300. The primary focus of cognitive-appraisal theories of emotion is on:
(A) how we reduce internal drives.
(B) how we achieve self-actualization.
(C) how we interpret a situation.
(D) how we respond to innate instincts.

233. The sympathetic and parasympathetic nervous systems are part of the:
(A) somatic nervous system.
(B) autonomic nervous system.
(C) central nervous system.
(D) sensory nervous system.

234. Which of the following is the best example of a social motive?
(A) The need for belonging.
(B) The need for rest.
(C) The need for water.
(D) The need to avoid pain.

235. The study of motivation includes an analysis of:
(A) classification of emotions.
(B) strategies for coping.
(C) nature and kinds of motives.
(D) principles of development.

236. A person who loses their keys and frantically searches for them is exhibiting what criterion?
(A) Only homeostasis
(B) Only self-actualization
(C) Emotional appraisal
(D) Activation and persistence

237. Which of the following is a key element in managing stress effectively?
(A) Employing appropriate coping strategies.
(B) Ignoring the problem.
(C) Increasing physiological arousal.
(D) Blaming others for stress.

238. A movie that makes an audience feel sad is an example of the influence of which agent?
(A) Family
(B) Media
(C) School
(D) Peers

239. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): In Maslow's theory, self-actualization is a "growth need" while the lower four levels are "deficiency needs."
Reason (R): The lower needs arise from a lack of something and motivate behavior to fill that lack, whereas self-actualization arises from a desire to grow as an individual.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

240. The theory that emotion arises from situational interpretation triggering arousal and experience is:
(A) Schachter-Singer theory.
(B) Cognitive-appraisal theory.
(C) Lindsley's activation theory.
(D) Instinct theory.

241. Arrange developmental influences in chronological order.
1. Peer group
2. Family
3. School
(A) 1, 2, 3
(B) 2, 3, 1
(C) 3, 1, 2
(D) 2, 1, 3

242. All of the following are kinds of motives EXCEPT:
(A) Emotional appraisal
(B) Biological
(C) Social
(D) Personal

243. The "fight, flight, or freeze" response is a set of:
(A) strategies for stress management.
(B) principles of moral development.
(C) physiological reactions to stress.
(D) theories of motivation.

244. A child observing and imitating a parent's way of expressing anger is an example of:
(A) a critical period.
(B) moral development.
(C) drive reduction.
(D) socialization.

245. Which of the following is NOT a central principle of life-span development?
(A) Development is lifelong.
(B) Development is stable and unchangeable.
(C) Development is multidimensional.
(D) Development is plastic.

Click Here to Buy book on Amazon

246. Consider the following statements:
1. Schachter-Singer theory emphasizes cognitive labeling.
2. Cognitive-appraisal theory emphasizes situational evaluation.
3. Lindsley's activation theory emphasizes CNS arousal.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

247. The state of equilibrium or stability to which a biological system attempts to return is known as:
(A) Motivation
(B) Incentive
(C) Homeostasis
(D) Self-actualization

248. The subjective experience of a feeling, such as joy, anger, or fear, is a core component of:
(A) Emotion
(B) Motivation
(C) Stress
(D) Socialization

249. Which of the following is the best example of a coping strategy for stress?
(A) Release of cortisol.
(B) A racing heartbeat.
(C) Practicing mindfulness meditation.
(D) Initial feeling of overwhelm.

250. According to Maslow, a person who has satisfied physiological, safety, belongingness, and esteem needs pursues:
(A) more friends.
(B) a safer home.
(C) more food.
(D) self-actualization.

251. Which theory of motivation was heavily influenced by Charles Darwin's work on evolution?
(A) Instinct theory
(B) Drive theory
(C) Incentive theory
(D) Need-hierarchy theory

NODIA

252. The role of the nervous system in emotion is crucial because it:
(A) provides the social context.
(B) generates physiological arousal.
(C) is solely responsible for morality.
(D) determines reward incentives.

253. Which of the following is an incorrect statement regarding socialization?
(A) It is learning societal norms.
(B) Family is a primary agent.
(C) It ends reaching adulthood.
(D) Media/peers are agents.

254. Appraising an exam as a "challenge" rather than a "threat" leads to:
(A) Anxiety and fear
(B) Sadness and despair
(C) No emotional response
(D) Eagerness and motivation

255. Which of the following is a central concept in drive theory but not in incentive theory?
(A) Homeostasis
(B) External rewards
(C) Learned associations
(D) Social motives

256. Match List-I with List-II.
List I: (Psychological Process)
P. Motivation
Q. Emotion
R. Stress
S. Development
List II: (Key Concept)
1. Appraisal and coping
2. Principles like plasticity
3. Energizing and directing behavior
4. Subjective feeling state
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

257. Deciding if an action is right based on universal ethical principles is:
(A) reaction to stress.
(B) physiological correlate.
(C) advanced moral development.
(D) primary motive.

258. Finding that high arousal can be joy or anger depending on situation supports:
(A) Lindsley's activation theory
(B) Instinct theory
(C) Drive theory
(D) Schachter-Singer theory

259. Language development dependency on early exposure illustrates:
(A) a critical period.
(B) socialization.
(C) moral development.
(D) stress management.

260. Which of the following represents a biological motive?
(A) Emotional motive
(B) Biological motive
(C) Stressful motive
(D) Developmental motive

261. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The experience of stress is not determined by the event itself, but by the individual's perception of the event.
Reason (R): Cognitive appraisal processes mediate the relationship between a potential stressor and the stress response.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

262. Which of the following needs is at the top of Maslow's hierarchy?
(A) Esteem
(B) Safety
(C) Belongingness
(D) Self-actualization

263. The term "socialization" refers to the process of:
(A) managing stress through support.
(B) classifying social emotions.
(C) acquiring cultural norms.
(D) satisfying affiliation needs.

264. What is the main proposition of Lindsley's activation theory of emotion?
(A) Two-factor arousal/cognition.
(B) Function of cognitive appraisal.
(C) Instinctual environmental response.
(D) Intensity related to activation.

265. Which of the following is the best example of an intrinsic motive?
(A) Cleaning for a toy.
(B) Playing piano for enjoyment.
(C) Studying to avoid failing.
(D) Working to impress a boss.

266. Which of the following statements is true regarding human development?
(A) Lifelong process of gains/losses.
(B) Solely determined by genetics.
(C) Exact path/timing for everyone.
(D) Not influenced by culture.

267. Increased heart rate and adrenaline release are part of the:
(A) stress management system.
(B) moral development process.
(C) reaction to stress.
(D) satisfaction of needs.

268. According to cognitive-appraisal theory, what determines which emotion is felt?
(A) Intensity of arousal.
(B) Social norms of display.
(C) Current level of motivation.
(D) Interpretation of meaning.

269. A toddler's resistance to sharing toys is an issue related to:
(A) Stress development
(B) Emotional classification
(C) Moral and social development
(D) Motivational theory

270. Consider the following statements:
1. Drive theory explains internal push.
2. Incentive theory explains external pull.
3. Both concern behavior direction.
Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2 and 3

Downloaded from www.pdf.tube

271. Match List-I with List-II.
List I: (Agent of Socialization)
P. Family
Q. Peer Group
R. School
S. Media
List II: (Common Influence)
1. Conforming to adolescent subculture
2. Learning basic language and values
3. Exposure to widespread cultural trends
4. Acquiring formal academic knowledge
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-1, R-2, S-4

272. A core idea of Maslow's need-hierarchy is that:
(A) all needs have equal priority.
(B) basic needs precede higher needs.
(C) social needs are most basic.
(D) self-actualization is unattainable.

273. Study of body response to demands (endocrine/autonomic) is central to:
(A) moral development.
(B) emotion classification.
(C) stress.
(D) socialization.

274. Participants injected with adrenaline but not told effects were likely to:
(A) report no emotion.
(B) feel the same emotion.
(C) identify the drug correctly.
(D) adopt confederate's emotion.

275. Which motivational theory is most associated with homeostasis?
(A) Drive Theory
(B) Incentive Theory
(C) Instinct Theory
(D) Need-Hierarchy Theory

276. Moral reasoning changing from consequences to intentions reflects:
(A) reaction to stress.
(B) principle of development.
(C) physiological correlate.
(D) kind of motive.

277. Physiological response to perceived threat (sympathetic arousal) is:
(A) a coping strategy.
(B) a cognitive appraisal.
(C) the "fight-or-flight" response.
(D) a critical period.

278. Which of the following is NOT a primary agent of socialization?
(A) School
(B) Peers
(C) Culture
(D) Workplace

279. Assessing a situation as dangerous, causing heart pounding, follows:
(A) Schachter-Singer Theory
(B) Lindsley's Activation Theory
(C) Cognitive-Appraisal Theory
(D) Instinct Theory

280. A desire for food is a _____, while a picture of pizza is a(n) _____.
(A) drive; incentive
(B) drive; instinct
(C) incentive; drive
(D) instinct; motive

281. Arrange events according to Cognitive-Appraisal Theory.
1. Experience of emotion
2. Physiological arousal
3. Stimulus event
4. Appraisal as threatening
(A) 3, 4, 1, 2
(B) 3, 2, 4, 1
(C) 4, 3, 2, 1
(D) 3, 1, 4, 2

282. Learning to conform to group norms in family/peer groups is:
(A) stress management.
(B) socialization.
(C) emotional classification.
(D) need-hierarchy.

283. Which theory explains the difference between mild content and joy?
(A) Cognitive-appraisal theory
(B) Lindsley's activation theory
(C) Schachter-Singer theory

NODIA

(D) Drive theory

284. All are considered physiological correlates of emotion EXCEPT:
(A) deciding who is to blame.
(B) changes in breathing.
(C) changes in heart rate.
(D) changes in skin conductivity.

285. Seeking situations to realize full potential is focused on:
(A) safety needs.
(B) belongingness needs.
(C) self-actualization needs.
(D) physiological needs.

286. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Development is a lifelong process.
Reason (R): Significant developmental changes in cognitive, social, and emotional domains continue to occur throughout adulthood and old age.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

287. Which of the following is a key characteristic of a motive?
(A) Always negative.
(B) Feeling state.
(C) Physiological reflex.
(D) Goal-directed state.

288. Learning to manage finances and new responsibilities after promotion is:
(A) socialization in adult role.
(B) reactions to stress.
(C) critical periods.
(D) physiological correlates.

289. Which of the following is considered a strategy for coping with stress?
(A) Initial appraisal.
(B) Seeking information.
(C) Increase in blood pressure.
(D) Feeling of anxiety.

290. The main contribution of Schachter-Singer theory introduced:
(A) physiological arousal.
(B) instinctual patterns.
(C) cognitive interpretation.
(D) drive reduction.

291. Match List-I with List-II.
List I: (Concept)
P. Primary Motive
Q. Social Motive
R. Emotion
S. Stress
List II: (Example)
1. Feeling of joy after success
2. Hunger
3. Response to being overworked
4. Need for achievement
(A) P-2, Q-4, R-1, S-3
(B) P-4, Q-2, R-3, S-1
(C) P-2, Q-1, R-4, S-3
(D) P-3, Q-4, R-1, S-2

292. Principle that development is influenced by historical time is:
(A) Plasticity
(B) Contextualism
(C) Multidimensionality
(D) Lifelong

293. Which theory of motivation is focused on unlearned species behaviors?
(A) Drive theory
(B) Incentive theory
(C) Instinct theory
(D) Need-hierarchy theory

294. A child who learns table manners watching parents is influenced by:
(A) School
(B) Peers
(C) Media
(D) Family

295. Optimal level of arousal for performance is related to:
(A) Lindsley's activation theory.
(B) Maslow's hierarchy theory.
(C) Cognitive-appraisal theory.
(D) Instinct theory.

Click Here to Buy book on Amazon

(B) Maslow's hierarchy theory
(C) Drive theory
(D) Lindsley's activation theory

222. An artist driven by a need for creative expression and fulfillment is demonstrating:
(A) physiological needs.
(B) self-actualization.
(C) safety needs.
(D) esteem needs.

223. What is the role of appraisal in the experience of stress?
(A) Physiological reaction.
(B) Strategy to reduce stress.
(C) Evaluating significance.
(D) Final outcome of response.

224. Which of the following is an example of an extrinsic motive?
(A) Reading for enjoyment.
(B) Solving a fun puzzle.
(C) Playing for love.
(D) Working for a salary.

225. "Development is lifelong" is a principle that means:
(A) changes occur conception to death.
(B) no change after adolescence.
(C) rate is constant throughout.
(D) childhood determines all.

226. According to the Schachter-Singer theory, if injected with adrenaline and placed with a euphoric person, you will:
(A) feel angry.
(B) feel happy or euphoric.
(C) feel sad.
(D) feel no emotion at all.

227. The process by which a child learns the expectations of their society is:
(A) motivation.
(B) emotional regulation.
(C) socialization.
(D) stress appraisal.

228. Which motivational theory best explains why a student studies hard to get praise from a teacher?
(A) Instinct theory
(B) Drive theory
(C) Incentive theory
(D) Lindsley's activation theory

229. Consider the following statements:
Statement I: Stress is always caused by negative events.
Statement II: The body's physiological reaction to a positive stressor can be similar to its reaction to a negative stressor.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

230. Match List-I with List-II.
List I: (Theory)
P. Instinct Theory
Q. Drive Theory
R. Incentive Theory
S. Need-Hierarchy Theory
List II: (Core Idea)
1. Behavior is pulled by external goals.
2. Behavior is driven by innate, fixed patterns.
3. Lower-level needs must be met before higher-level needs.
4. Behavior is pushed by a need to reduce internal tension.
(A) P-2, Q-4, R-1, S-3
(B) P-1, Q-3, R-2, S-4
(C) P-2, Q-3, R-1, S-4
(D) P-4, Q-2, R-3, S-1

231. The ability of the brain to change and reorganize itself in response to experience is known as:
(A) Homeostasis
(B) Critical period
(C) Plasticity
(D) Socialization

232. A child's understanding of fairness, based initially on rewards and later on justice principles, illustrates:
(A) stress management.
(B) emotional classification.
(C) drive reduction.
(D) moral development.

NODIA

ANSWERS

1. (B) An internal state that activates and directs behavior toward a goal.
Motivation serves as a psychological catalyst that energizes and guides actions to satisfy specific needs or objectives. It creates a state of readiness that persists until a desired outcome is achieved. This process involves biological, emotional, and cognitive forces that initiate behavior and provide the necessary direction to reach goals in an efficient and purposeful manner.

2. (D) Statement I is incorrect, but Statement II is correct.
Emotions involve complex interactions between psychological feelings and biological processes. While purely psychological views are incomplete, the nervous system provides a physical foundation for emotional experiences. Specifically, the autonomic nervous system regulates bodily functions like heart rate and respiration during emotional states, demonstrating that physiological responses are integral components of the overall human experience across various different contexts.

3. (C) Physiological changes like increased heart rate and hormone release.
Stress triggers an immediate biological response designed to prepare the body for perceived challenges or threats. These reactions involve the activation of the sympathetic nervous system, leading to rapid heartbeats and the secretion of stress hormones like cortisol. Such physical adjustments are involuntary and represent the organism's attempt to mobilize resources for survival during demanding or difficult situations.

4. (D) Development proceeds in an orderly and sequential pattern.
Human growth follows a predictable and organized trajectory where specific milestones occur in a logical succession. Although individuals might progress at varying speeds, the overall sequence remains consistent across different cultures and environments. This systematic progression ensures that foundational skills and structures are established before more complex physical and cognitive abilities emerge as the individual matures over time.

5. (C) To reduce internal tension and restore biological homeostasis.
Drive theory posits that biological needs create a state of uncomfortable internal tension or arousal. Motivated behavior serves the specific purpose of satisfying these needs to eliminate the tension and return the body to a stable physiological equilibrium. This process of maintaining balance ensures that essential biological functions remain within optimal ranges for health, safety, and continued survival.

6. (B) Schachter-Singer two-factor theory
This perspective suggests that emotional experiences result from a combination of physical arousal and the cognitive labels applied to that arousal. When an individual notices bodily changes, they look to their immediate environment to interpret what they are feeling. The resulting emotion depends entirely on the situational context and the specific meaning assigned to those internal physiological sensations.

7. (D) Genetic predispositions
Socialization is the lifelong process of learning the norms, values, and behaviors required for effective participation in society. While biological factors influence individual temperament, they are not considered active social agents. Instead, entities like families, schools, and peer groups interact with individuals to shape their social identity and facilitate cultural integration throughout the various stages of human life.

8. (A) An external goal or stimulus that can motivate behavior.
Incentives act as environmental pulls that attract individuals toward certain actions or outcomes. Unlike internal drives that push from within, these external rewards or objects possess qualities that make them desirable. The anticipation of obtaining these stimuli energizes behavior, demonstrating how situational factors outside

NODIA

the organism can effectively influence and guide human activity toward specific rewarding environmental goals.

9. (C) A specific time frame of heightened sensitivity to environmental influences.
Critical periods represent limited windows of opportunity during development when the brain is particularly receptive to specific types of stimuli. If the necessary environmental input is absent during this time, the associated skills or functions may fail to develop normally. These phases highlight the importance of timing in the interaction between biology and experience for proper growth and learning.

10. (A) The degree of activation of the central nervous system.
Activation theory focuses on the physiological arousal continuum that ranges from deep sleep to extreme excitement. The intensity of an emotional state is directly proportional to the level of neural activity within the central nervous system. This model suggests that emotions are fundamentally related to the general state of alertness or energy mobilization occurring within the human body.

11. (D) Changes in galvanic skin response (GSR).
Physiological correlates represent the measurable bodily changes that accompany emotional states. These reactions occur automatically through the autonomic nervous system and include variations in heart rate, breathing, and sweat gland activity. Skin conductance provides a reliable indicator of arousal levels, reflecting how internal emotional processing manifests as observable physical data that can be studied scientifically in laboratory settings.

12. (B) Abraham Maslow
This influential motivational framework organizes human needs into a hierarchical structure, starting with basic survival requirements and moving toward personal growth. It suggests that individuals are motivated to satisfy lower-level needs before they can focus on higher-level aspirations. This model provides a comprehensive view of how various psychological and biological requirements drive human behavior throughout different life stages.

13. (A) Both A and R are true and R is the correct explanation of A.
The family represents the initial social unit where individuals begin the process of learning societal expectations. Because these early interactions occur during formative years and continue over time, they deeply influence the development of fundamental beliefs and habits. This long-term exposure confirms the family as a primary agent responsible for shaping core social identity and individual values.

14. (D) Drive theory emphasizes internal states while incentive theory emphasizes external stimuli.
Motivation can be explained through different mechanisms focusing on either internal or external sources. One perspective highlights how biological imbalances create tension that pushes the individual to act. In contrast, another view focuses on how environmental rewards pull behavior toward them. Together, these theories explain how both bodily needs and situational opportunities combine to direct human and animal actions.

15. (A) Emotional experience depends on the evaluation of a situation.
Cognitive approaches to emotion suggest that the way an individual interprets an event determines their emotional response. Before a feeling occurs, the person must assess the significance of the stimulus in relation to their well-being. This mental processing explains why different people can have varied reactions to the same event, as their appraisals and personal meanings differ significantly.

16. (B) Reading a book for the pure enjoyment of it.
Intrinsic motivation involves performing an activity because it is inherently interesting or satisfying. The reward is found within the task itself rather than from any external consequence or pressure. When behavior is driven by this internal interest, individuals engage in the action for its own sake, experiencing personal gratification and enjoyment without the need for outside incentives.

17. (B) Management of stress
Methods used to address and reduce the impact of demanding situations are categorized as management techniques. These include various

Downloaded from www.pdf.tube

cognitive and behavioral efforts intended to help individuals cope with pressures effectively. By focusing on how people actively deal with stressors, this category encompasses both problem-solving approaches and emotional regulation strategies that promote overall resilience and psychological well-being.

18. (A) It regulates involuntary bodily functions like heart rate and respiration.
During emotional experiences, the autonomic nervous system plays a vital role by controlling physical arousal levels. It operates automatically to prepare the body for action through the sympathetic branch and helps it recover through the parasympathetic branch. These internal adjustments ensure that the body's physiological state matches the demands of the emotional situation without requiring any conscious thought.

19. (C) It is influenced by cognitive development and social experiences.
The development of a sense of right and wrong is a complex process that unfolds over time. It relies on the maturation of thinking abilities, which allow for more abstract reasoning about justice and ethics. Additionally, interactions with family, peers, and society provide the necessary context for individuals to learn, test, and internalize moral principles and social norms.

20. (D) Caused by unlearned, genetically programmed patterns.
Early motivational theories suggested that certain behaviors are driven by innate tendencies that are common to all members of a species. These patterns are viewed as being biologically fixed and requiring no prior learning to be expressed. According to this perspective, human and animal actions are largely the result of evolutionary adaptations designed to ensure survival and reproduction.

21. (A) P-2, Q-1, R-4, S-3
Different psychological frameworks highlight various aspects of how feelings and motives are generated. Some focus on the combination of arousal and situational labeling, while others prioritize the mental evaluation of events. Additionally, biological models emphasize the role of internal balance and neural activation. These theories collectively provide a structured understanding of the complex relationship between physiology and cognition.

NODIA

22. (B) physiological reaction to stress.
When individuals encounter immediate threats, their bodies undergo automatic changes known as the stress response. These symptoms, such as a faster heartbeat and muscle tension, result from the activation of the sympathetic nervous system and the release of adrenaline. These physical shifts are standard biological indicators that the body is preparing to deal with a perceived emergency or danger.

23. (D) Development of social skills, identity, and group norms.
Peer groups provide a unique social environment where individuals interact as equals, away from adult supervision. These settings are crucial for learning how to navigate social hierarchies, cooperate with others, and develop a sense of self independent of the family. Through these interactions, adolescents and children internalize group values and practice the skills necessary for complex social relationships.

24. (A) The behavior is persistent and directed towards a specific goal.
For a behavior to be considered motivated, it must show signs of being intentional and purposeful. This involves the initiation of action, the direction of that action toward a particular outcome, and the maintenance of effort until the objective is reached. Such characteristics distinguish motivated actions from random movements or simple reflexive responses that lack a long-term goal or persistence.

25. (A) 1 and 2
Stress involves both the physical sensations and the mental interpretations of demanding events. To handle these pressures, individuals utilize various thoughts and actions known as coping strategies. While management aims to reduce the negative impact of stress, it rarely involves the complete elimination of all stressors, but rather focuses on improving the individual's ability to adapt and respond.

44. (D) Development results from heredity and environment.
Human growth is shaped by the constant interaction between biological factors and life experiences. Genetics provide the foundational blueprint, while the environment influences how those traits are expressed and developed. This principle emphasizes that development is a complex and dynamic process where neither nature nor nurture acts alone, but rather they work together to shape the individual's path.

45. (C) Primary or biological motives
Certain drives are essential for the survival of the organism and are unlearned. These fundamental needs, such as the requirements for food, water, and appropriate body temperature, arise from physiological imbalances. Because they are rooted in basic biology and are common to all humans, they are classified as primary motives that take precedence over more complex social or learned desires.

46. (B) changes in an individual's sense of right and wrong.
This concept focuses on the process through which people develop their standards for ethical behavior and justice. It involves the growth of reasoning abilities used to evaluate the morality of actions and decisions. As individuals mature, their understanding of rules, social contracts, and universal principles becomes more sophisticated, leading to more complex ways of judging what is right.

47. (D) strategies for coping with stress.
Individuals use different approaches to manage demanding situations. One method involves taking direct action to change the source of the problem, while the other focuses on regulating the emotional distress caused by the situation. These methods represent the two major categories of efforts people employ to reduce the negative impact of stressors and maintain their psychological well-being.

48. (A) both physiological arousal and a cognitive label.
According to this influential theory, an emotion is not just a physical reaction or a thought alone. Instead, it is the result of experiencing bodily changes and then looking to the surrounding environment to explain why those changes are happening. Both the physical state and the mental interpretation are necessary to identify and experience a specific emotional feeling.

49. (B) Invariability
Motivated behavior is characterized by several key features that indicate its purposeful nature. It begins with activation, which provides the energy to start an action. It also has direction, meaning the behavior is aimed at a goal, and maintenance, which involves persisting until the goal is achieved. Invariability is not a criterion, as motivated behavior is often flexible.

50. (A) By providing the broad framework of societal beliefs.
Culture acts as a powerful influence by establishing the overall environment in which socialization occurs. it transmits the collective values, traditions, and expectations of a society to its members. Through this process, individuals learn the shared meanings and rules of conduct that guide behavior and social interaction, helping them to fit into and contribute to their specific community.

51. (B) P-3, Q-1, R-4, S-2
Various concepts in psychology explain different aspects of human behavior and growth. Internal tensions push people toward satisfaction, while external rewards pull them. Specific developmental periods provide optimal timing for learning, and social processes ensure the transmission of cultural norms. Together, these terms provide a comprehensive vocabulary for describing the forces that shape individual actions and long-term developmental trajectories.

52. (D) Cognitive-appraisal theory of emotion.
This theory emphasizes that the mental evaluation of an event is what triggers the emotional response. If a person interprets a situation as being dangerous or harmful, they will experience fear. This perspective highlights the central role of subjective meaning and interpretation, suggesting that feelings are not automatic but depend on how the individual evaluates their relationship with the environment.

Click Here to Buy book on Amazon

35. (A) Both A and R are true and R is the correct explanation of A.
The two-factor theory highlights that physiological arousal is often a general state of the body that does not point to a specific emotion on its own. Instead, individuals use environmental cues to interpret their physical sensations. This means the exact same level of arousal can be felt as joy or anger depending on how the person cognitively labels the situation.

36. (B) Socialization
Socialization is the essential process through which people learn the necessary skills, values, and norms to function within their community. It begins in infancy and continues throughout life as individuals encounter new roles and environments. By internalizing these societal expectations, people are able to interact effectively with others and maintain the cultural continuity of their specific social groups.

37. (D) Drive theory
The concept of internal biological balance is a central component of theories that explain motivation as a way to satisfy needs. When the body deviates from this stable state, an internal drive is created to prompt behaviors that will restore the balance. This mechanism ensures that critical physiological systems, such as temperature and energy levels, remain within a healthy range.

38. (A) Transmitting formal knowledge and cultural values.
Schools function as formal agents of socialization by providing a structured environment for learning. Beyond the academic curriculum, they teach children how to follow rules, respect authority, and interact in large groups. This environment helps bridge the gap between the private life of the family and the public expectations of society, preparing individuals for their future adult roles.

39. (C) personal meaning is a crucial determinant of emotion.
Cognitive theories emphasize that the specific emotion an individual feels is primarily determined by their evaluation of an event's significance. This mental appraisal process assesses how a situation affects personal goals and well-being. By focusing on meaning rather than just physical arousal, this approach explains why people have different emotional reactions to the same external stimulus or environment.

NODIA

40. (A) An incentive
External rewards that attract or pull an individual toward a specific behavior are known as incentives. In a workplace setting, a financial bonus serves as a positive stimulus that motivates employees to increase their effort and performance. These external factors complement internal drives by providing clear goals and tangible benefits for completing tasks or achieving high standards of work.

41. (A) 2, 3, 4, 1, 5
Human motivation is organized in a sequence where basic survival needs are addressed before social and personal growth needs. This progression begins with physiological requirements, followed by safety, social connection, and self-esteem. Finally, individuals strive for self-actualization. This structure suggests that the fulfillment of foundational levels is generally necessary to activate the desire for higher-level psychological development and achievement.

42. (B) Stressors are demands; stress is the reaction.
It is important to distinguish between external events and the internal experience they cause. The specific demands or challenges encountered in the environment are the sources of pressure. In contrast, the physiological and psychological response to those challenges is the actual experience of being stressed. This relationship shows how environmental triggers lead to complex changes within the individual organism.

43. (C) Activation continuum from sleep to excitement.
This theory describes emotional states as varying levels of neural arousal within the brain. It posits that there is a continuous range of activation, extending from the lowest levels during sleep to the highest levels during intense excitement or panic. The theory suggests that different emotions are associated with specific points or ranges along this physiological intensity scale.

26. (A) Two-factor theory.
This major theory of emotion is defined by its focus on two distinct components that must occur for a specific feeling to be experienced. It combines the presence of physical arousal with a cognitive interpretation of why that arousal is happening. By integrating both biology and thought, this model explains how generalized physical states are transformed into specific emotional experiences.

27. (D) Physiological needs.
The foundation of the hierarchical model of motivation consists of essential biological requirements for human survival. These include basic needs such as food, water, sleep, and air. According to this theory, these fundamental demands must be reasonably satisfied before an individual can become concerned with higher-level needs like safety, social belonging, esteem, or the pursuit of self-actualization.

28. (B) Development is independent of historical context.
Human development is a dynamic process that occurs throughout the entire lifespan and is influenced by multiple factors. It involves both gains in abilities and losses over time. Importantly, development is always embedded in a specific historical and cultural setting, meaning that the era in which a person lives significantly shapes their experiences, opportunities, and overall growth trajectory.

29. (C) An early physiological theory like James-Lange
Traditional views of emotion often emphasized that physical changes occur as a direct response to a stimulus, and the perception of these changes is what constitutes the emotion. This perspective suggests a linear sequence where bodily arousal happens first, followed immediately by the conscious feeling. This foundational idea influenced later cognitive theories by highlighting the importance of physiological states.

30. (D) media
Mass communication platforms serve as powerful tools for socialization by providing information and role models to a wide audience. Through television, the internet, and advertising, individuals are exposed to various lifestyles, beliefs, and social expectations. This exposure helps shape public opinion, consumer habits, and social attitudes, making these platforms a significant influence on how people perceive and interact.

31. (A) Instinct theory
This perspective on motivation suggests that behavior is primarily driven by innate, unlearned biological forces common to a species. These fixed action patterns are viewed as being genetically programmed and essential for survival. By focusing on these automatic tendencies, the theory explains why certain behaviors occur without the need for experience or environmental learning, emphasizing the evolutionary roots of action.

32. (B) involves a person's perception of ability to cope.
Stress is not just about external events, but how an individual interprets those events in relation to their own resources. It arises when a person perceives that the demands of a situation exceed their ability to handle them. This psychological appraisal process is what makes an experience stressful, explaining why the same situation can affect different people in varied ways.

33. (B) Complete absence of cognitive appraisal
Emotions are multidimensional experiences that typically involve several key components working together. These include subjective feelings, physical arousal within the body, and observable expressive behaviors like facial expressions. Importantly, most modern psychological theories agree that a cognitive evaluation or appraisal of the situation is also a fundamental part of how emotions are generated and identified by the individual.

34. (A) Self-actualization
At the highest level of the motivational hierarchy lies the drive to realize one's full individual potential. This process involves the pursuit of personal growth, self-fulfillment, and the development of unique talents and abilities. Individuals seeking this goal are focused on becoming the most effective and complete version of themselves, moving beyond basic needs toward a sense of purpose.

Downloaded from www.pdf.tube

53. (C) Seeking social support from friends.
Coping strategies are active efforts made by individuals to manage the demands of stressful situations. Turning to others for emotional comfort or practical help is a common and effective behavioral strategy. Unlike automatic physiological reactions like a racing heart, seeking support is a purposeful action taken to reduce distress and gain resources for dealing with the challenges being faced.

54. (D) Social or learned motives
Certain drives are acquired through experience and interaction with others rather than being innate. These include the desire for success, the need to influence others, and the wish to be part of a group. Because these motives are shaped by cultural values and social environments, they vary across individuals and societies, reflecting the complex ways people seek psychological satisfaction.

55. (B) 2 and 3
Human development involves both qualitative changes in kind and quantitative changes in amount. It follows a predictable sequence that is common to all people, although the specific speed at which milestones are reached can differ. Furthermore, the timing of certain experiences is very important, as there are specific periods when the individual is most sensitive to developmental influences.

56. (A) Both A and R are true and R is the correct explanation of A.
Maslow's framework is based on the idea of prepotency, where more basic needs dominate motivation until they are met. If an individual feels physically unsafe or lacks basic resources, they will focus their energy on resolving those issues. Higher-level psychological needs, like the desire for respect and self-worth, only become primary drivers once those foundational concerns are adequately addressed.

57. (C) The autonomic nervous system.
This specific part of the nervous system is responsible for the involuntary physical changes that occur during emotional arousal. It manages the body's transition into a state of readiness for action by increasing heart rate and energy mobilization. By operating without conscious effort, it ensures that the body's internal environment is properly adjusted to meet the demands of emotional experiences.

NODIA

58. (D) family.
The family is the primary setting where children first learn basic social behaviors and values. Interacting with siblings and parents provides the earliest opportunities to practice sharing, cooperation, and empathy. These early lessons form the foundation for future social relationships, as the family provides a safe and consistent environment for the initial internalization of societal norms and expectations.

59. (A) a drive.
An internal state of tension created by a physiological need, such as the requirement for nutrition, is known as a drive. This internal pressure pushes the individual to engage in behaviors, like searching for food, that will satisfy the need and reduce the tension. This mechanism is essential for maintaining biological survival by ensuring that basic bodily requirements are met.

60. (B) Schachter-Singer theory
This theory posits that emotions are a result of both physical arousal and a mental interpretation of that arousal. While the level of physiological activation determines how intense the emotion feels, the specific type of emotion—such as joy or anger—is decided by the labels the person applies based on their surroundings. This highlights the integration of body and mind.

61. (D) Ignoring the existence of the stressor entirely
Effective stress management involves active attempts to deal with pressures, such as focusing on solving the problem, regulating emotions, or reaching out for social support. Simply ignoring a major stressor is generally considered a maladaptive avoidance tactic rather than a constructive coping strategy. Active engagement with the situation or the resulting feelings is necessary to successfully navigate and reduce stress.

62. (A) Cephalocaudal principle.
This developmental rule describes the typical pattern of physical growth and motor control starting from the head and moving down toward the feet. It explains why infants gain control over

their neck and head muscles before they are able to sit up or walk. This downward progression is a consistent feature of human maturation observed during early infancy and childhood.

63. (C) Need-Hierarchy Theory - Arousal
Various theories are defined by specific core concepts. Instinct theory focuses on unlearned patterns, while drive theory emphasizes the maintenance of biological balance. Incentive theory highlights the role of external rewards. However, the hierarchy of needs is primarily concerned with the sequential satisfaction of different levels of human requirements, ranging from basic survival to self-fulfillment, rather than arousal levels.

64. (B) secondary appraisal.
When faced with a stressful event, individuals engage in a two-step evaluation process. After first determining if the event is a threat, they then assess their personal resources and options for dealing with it. this second stage of appraisal is crucial because it influences the specific coping strategies the person will choose and their overall confidence in managing the situation.

65. (B) television and mass platforms.
Modern socialization is heavily influenced by mass communication tools that reach large numbers of people simultaneously. These platforms, including television and social media, provide models of behavior and transmit cultural information that shapes individual attitudes. By presenting diverse viewpoints and lifestyles, they contribute significantly to the process of learning societal norms and values beyond the immediate influence of family and peers.

66. (A) Geese forming attachment after hatching.
This classic example illustrates a limited window of time shortly after birth when certain species are biologically programmed to form a strong social bond with the first moving object they see. This timing is critical because the behavior cannot be easily learned later. Such periods highlight how specific developmental processes are highly dependent on receiving the right stimuli at the right time.

67. (A) Both Statement I and Statement II are correct.
Motivation and emotion are two fundamental psychological processes that are closely related. One provides the energy and purpose behind behavior, directing individuals toward goals. The other involves subjective feelings and physical changes that often accompany these actions. Together, they explain how internal states initiate, maintain, and add quality to the various activities and experiences in human life.

68. (D) efficient task performance.
According to activation theory, there is an ideal level of physiological arousal for carrying out tasks effectively. If arousal is too low, the individual may be bored or sleepy, while extremely high arousal can lead to anxiety and errors. Reaching an optimal middle ground allows for maximum focus and coordination, leading to the best possible results in complex activities.

69. (C) It is a dynamic interaction process.
Stress is best understood not as a single event or a static state, but as an ongoing relationship between the individual and their environment. It involves a continuous process of appraising demands and adjusting coping efforts over time. This dynamic nature means that the experience of stress can change as the situation evolves or as the person develops new ways to manage.

70. (B) Level 1: Physiological
In the hierarchical model of motivation, the most fundamental level consists of biological requirements necessary for the survival of the human body. These include basic needs like nutrition, hydration, and rest. These primary demands take priority over all other psychological needs, as they must be satisfied before an individual can turn their attention to safety, social connections, or personal growth.

71. (D) peers.
During the adolescent years, friends and social groups play a major role in shaping individual preferences and identities. Adolescents often look to their equals for cues on how to dress, what music to listen to, and how to behave. This influence provides a sense of belonging and helps individuals establish a social identity that is distinct from their family life.

Click Here to Buy book on Amazon

72. (A) behavior is pulled by environment stimuli.
This perspective on motivation emphasizes the power of external rewards and goals in guiding human actions. It suggests that individuals are attracted to positive stimuli in their environment, which act as incentives for behavior. By focusing on these external factors, the theory explains why people pursue certain outcomes even when they are not driven by immediate biological needs or tensions.

73. (C) physiological reaction to stress.
This automatic biological response occurs when an individual perceives a significant threat. It involves the activation of the sympathetic nervous system, leading to rapid changes such as an increased heart rate and redirected blood flow. These adjustments are designed to prepare the body to either confront the danger or escape from it, representing a fundamental survival mechanism common to many species.

74. (D) they interpret the event differently.
Cognitive theories of emotion suggest that feelings are not caused by events themselves, but by how those events are evaluated. Two people can witness the same occurrence but have different reactions because their mental appraisals are based on their unique goals, past experiences, and personal beliefs. This emphasizes that the subjective meaning assigned to a situation is the key to emotional experience.

75. (A) Both A and R are true and R is the correct explanation of A.
Losing a job is a major life event that is often appraised as a threat because it affects multiple areas of a person's life, including their income and status. This mental evaluation triggers a stress response because the individual perceives a significant gap between the demands of the situation and their available resources. Coping efforts are then required to manage these challenges.

76. (A) 3, 2, 1, 4
The experience of stress typically begins with an encounter with a challenging event, which is then evaluated for its potential threat. If the event is appraised as threatening, it triggers physiological arousal as the body prepares to respond. Finally, the individual initiates specific coping behaviors to manage the situation and the resulting feelings, completing the cycle of the stress response process.

77. (B) valence and intensity.
Psychologists often categorize emotional states using two main scales. One scale refers to whether the feeling is positive or negative, while the other refers to how strong or weak the physiological arousal is. This multidimensional approach allows for a systematic way to describe and compare a wide variety of emotional experiences, such as the difference between calm contentment and intense joy.

78. (B) moral development.
The study of how individuals reason about ethics and justice is central to understanding human behavior. It examines the processes people use to decide whether an action is right or wrong and how these reasoning skills change as they grow. This area of focus explains why people choose to follow or break rules based on their internalized principles and societal expectations.

79. (C) Development is reversible at any stage.
Human development is characterized by several key principles, including its cumulative nature and its reliance on maturation. It generally proceeds from broad, general responses to more specific and refined abilities. However, the process is generally not considered reversible; once a developmental stage is reached or a significant change occurs, the individual typically does not return to a previous state.

80. (D) Belongingness and love needs
In the hierarchical model of motivation, once basic physical and safety needs are met, individuals become driven by social requirements. This level involves the desire for meaningful relationships, intimacy, and a sense of being part of a group. These social connections are essential for psychological well-being, as they provide the support and connection needed for healthy human development and emotional stability.

81. (B) It is goal-directed.
A defining feature of behavior that is truly motivated is its focus on achieving a specific outcome. Rather than being random or purely reflexive, these actions are organized and

Downloaded from www.pdf.tube

sustained toward a particular target. This intentionality shows that the behavior is driven by an internal or external purpose, providing a clear aim for the individual's energy and effort over time.

82. (A) cognitive factors interpret arousal.
This famous experiment demonstrated that physical sensations alone do not define an emotion. When participants were given a stimulant, their resulting feelings depended on the social cues provided by others in the room. This showed that people use information from their environment to label their internal states, proving that thinking and interpretation are essential components of the emotional experience.

83. (A) P-4, Q-1, R-2, S-3
Different social agents contribute uniquely to an individual's development and integration into society. Initial units establish basic values and bonds, while peer groups provide a space for developing distinct identities. Educational institutions transmit formal knowledge and social rules, and mass media platforms influence broad cultural perspectives. Together, these entities provide a comprehensive network of influences that shape the social person throughout their life.

84. (D) a stress management technique.
Actions taken intentionally to reduce physical and mental tension before a demanding event are part of managing stress. Techniques like meditation help regulate the body's arousal levels and improve cognitive focus. By actively using these methods, individuals can better handle the pressures of high-stakes situations, demonstrating the role of purposeful behavioral strategies in maintaining psychological and physiological balance.

85. (A) 1 and 2
Motivational theories provide different explanations for why we act. One perspective focuses on the internal biological tensions that push us toward a goal, while another highlights the environmental rewards that pull us. However, theories based on innate patterns do not suggest all behavior is learned; instead, they emphasize the role of genetically programmed, unlearned tendencies in driving human and animal actions.

NODIA

86. (B) there is an optimal time in early life.
This concept suggests that there is a specific developmental window during which the brain is uniquely prepared to learn communication skills. If a child is not exposed to language during these formative years, their ability to master it later may be significantly impaired. This highlights the importance of environmental input during specific biological phases for the proper development of complex abilities.

87. (C) Emotions can act as motives.
Motivation and emotion are deeply interconnected processes that often influence each other. A strong feeling, such as fear or anger, can serve as the primary driver for a specific action, such as escaping danger or confronting an obstacle. This relationship shows that emotions do not just accompany behavior but can also provide the energy and direction needed to initiate it.

88. (D) physiological intensity
This theory focuses on the level of arousal within the nervous system as the primary factor in emotional experience. It views emotions on a continuum of activation, suggesting that the strength of a feeling is directly related to the amount of neural energy being used. By prioritizing these physical changes, the theory explains the intensity of emotions across different states of alertness.

89. (A) The need for achievement.
Certain drivers of behavior are not based on biological survival but are learned through social interaction and cultural values. The desire to excel, meet high standards, and accomplish difficult tasks is a prime example of such a motive. These learned drives vary among individuals and are influenced by the societal expectations and personal experiences that shape a person's psychological goals.

90. (B) Cumulativeness
This principle of development states that growth is an organized process where new skills and structures are built upon those that were established earlier. Development is not a series of random events but a sequential progression where each stage provides the foundation for the next. This ensures that increasingly complex

abilities can emerge in a stable and predictable manner over the lifespan.

91. (C) Incentive theory
This theory explains why individuals are often drawn to behaviors by external rewards rather than internal needs. Even without the internal push of hunger, the sight of an attractive food item can act as a powerful stimulus that pulls the person to act. This highlights how environmental factors and the anticipation of pleasure can effectively motivate behavior independent of biological states.

92. (D) The cultural rule for display
Physiological correlates are the internal, automatic bodily changes that occur during emotional experiences, such as shifts in heart rate, breathing, and sweat gland activity. In contrast, the rules governing how and when it is appropriate to show these feelings are social and cultural in nature. These learned display rules are part of social behavior rather than the basic biological response system.

93. (C) the process of socialization.
The acquisition of social expectations occurs through interaction with and observation of key figures in an individual's life. By watching how parents, teachers, and peers behave, children learn the norms and values of their culture. This continuous learning process is essential for integrating into society and understanding how to interact effectively with others in various social roles and environments.

94. (B) assessment of situational significance.
According to cognitive theories, an emotional response is not automatic but depends on how an individual evaluates their environment. This evaluation processes whether a situation is helpful or harmful to personal well-being. By focusing on this mental assessment, the theory explains why the same event can lead to different emotions in different people, as their subjective interpretations of the situation vary.

95. (D) Problem-focused coping
When individuals deal with stress by taking direct action to manage or change the source of the pressure, they are using a task-oriented approach. Creating a study plan to handle exam anxiety is a clear example of this method. By addressing the underlying challenge directly, the person aims to reduce the stress by resolving the demands that are causing the emotional distress.

96. (A) Instinct theory
This early perspective on motivation was often criticized for its tendency to simply name a behavior and call it an innate tendency without actually explaining why or how it occurred. This circular reasoning provided a list of labels rather than a deep understanding of the underlying mechanisms. As a result, it was largely replaced by theories that focus more on learning and biology.

97. (A) Both A and R are true and R is the correct explanation of A.
Media platforms function as influential agents by providing a wide range of information and examples of behavior to a broad audience. Individuals, especially those in their formative years, often internalize the values and styles they see portrayed in these formats. This mass transmission of cultural content helps shape public attitudes and social norms on a very large and effective scale.

98. (C) Safety needs
In the hierarchical model of motivation, once basic survival requirements are met, individuals seek to ensure their environment is stable and predictable. This level includes the desire for protection from physical harm, financial security, and a general sense of order in daily life. Feeling secure and autonomous in one's surroundings is essential before a person can focus on social or personal growth.

99. (D) Physiological arousal and cognitive label
This theory of emotion proposes that two distinct elements must come together for a specific feeling to be experienced. First, the person must experience a general state of physical activation. Second, they must search their environment for cues to interpret and label that activation. This combination of body and mind allows individuals to distinguish between different emotions like joy, anger, or fear.

Click Here to Buy book on Amazon

155. (A) 1 and 2
Stress is an experience that depends on how an individual evaluates a situation and their ability to cope with it. It involves a range of reactions, including physical changes in the body and shifts in cognitive focus. While management aims to help individuals handle these pressures, the goal is typically not to eliminate all arousal, as a moderate level of alertness is often beneficial.

156. (B) need for achievement.
The drive to reach high standards, master difficult skills, and succeed in competitive situations is a powerful social motive. Individuals with a strong desire for this goal are often persistent and enjoy taking on challenges where they can measure their own progress and competence. This motive is learned through experience and cultural values, shaping how people approach their work and personal goals.

157. (B) Organ system phase in first trimester.
During early development, there is a specific period when the foundational structures and organ systems of the body are being formed. This is a critical time because the developing organism is particularly sensitive to environmental influences and potential hazards. If disruptions occur during this phase, it can lead to permanent developmental issues, highlighting the importance of timing and environmental stability during early growth.

158. (A) Drive reduction
Emotion is a complex state that is generally defined by three major components: physiological arousal, expressive behaviors, and conscious, subjective experience. While motivation often involves the reduction of internal drives to restore balance, this is not a core part of the definition of an emotional state itself. Emotions are more about the quality of the feeling and the body's reaction to specific stimuli.

159. (C) drive; incentive
Human behavior is often motivated by both internal and external factors. An internal state of tension caused by a physical need acts as a push that energizes action from within. In contrast, an external object or goal in the environment acts as a pull that attracts behavior toward it. Together, these internal pushes and external pulls explain how actions are initiated and directed toward satisfaction.

NODIA

160. (D) development of human behavior.
The study of how our sense of right and wrong develops is a key part of understanding the overall growth of a person. It examines how reasoning about ethics and social rules becomes more complex as individuals mature. This process is integral to the broader study of human development, as it shows how cognitive and social changes combine to shape how individuals interact morally.

161. (B) physiological reactions.
Automatic bodily changes like a fast heartbeat and sweating are standard indicators of the body's response to a perceived challenge or threat. These shifts are managed by the autonomic nervous system and serve to prepare the person for action. Such physical responses are common features of both stress and intense emotion, representing the biological component of how we react to the environment around us.

162. (A) central nervous system arousal.
This theory focuses on the level of physiological activation in the brain as the key to emotional experience. It views emotions along a continuum that ranges from very low arousal during rest to very high arousal during excitement. The core idea is that the intensity of an emotion is directly related to the amount of neural energy and activation occurring within the nervous system.

163. (C) culture
The different social traits and behaviors taught to children in different societies illustrate the power of the broad societal environment. Each community has its own set of values and norms that its members are expected to follow. Through the process of socialization within their specific cultural context, individuals learn the shared expectations and rules of conduct that guide how they should interact with others.

164. (D) Safety needs
In the hierarchical model of motivation, once basic physical survival is ensured, individuals become driven by the need for order and security. This level involves seeking protection from danger, financial stability, and a predictable

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

109. (A) 3 only
Motivation and emotion are both processes that can activate and guide human behavior. However, it is incorrect to say that emotions cannot serve as motives, as feelings like fear often drive actions. Additionally, not all motives are aimed solely at biological reduction; many are based on social or personal goals. This highlights the complex and multi-faceted nature of human psychological drives.

110. (A) reasoning about justice and fairness.
This area of psychology focuses on how individuals develop their understanding of ethics and the principles that guide right behavior. It examines the process of learning to evaluate actions based on concepts of fairness, rights, and social contracts. As people mature, their ability to reason about these complex moral issues becomes more sophisticated, moving beyond simple rewards and punishments to universal principles.

111. (D) Arousal theory
This perspective suggests that individuals are motivated to maintain an optimal level of stimulation. When life becomes too predictable or boring, people seek out exciting or novel experiences, such as riding a roller coaster, to increase their arousal. This theory explains why behavior is sometimes driven by the search for excitement rather than the need to reduce tension or satisfy basic biological drives.

112. (A) P-3, Q-4, R-1, S-2
Different psychological theorists have provided foundational frameworks for understanding human behavior. Some have focused on the hierarchical organization of needs, while others emphasized the combination of physical arousal and cognitive interpretation. Additionally, theories have been developed around the mental evaluation of events and the role of biological drives in maintaining balance. Together, these models offer a comprehensive view of psychology.

113. (C) Family
The family is the primary agent of socialization where children receive their earliest feedback on behavior. Through the use of praise and encouragement, parents and caregivers reinforce social values like sharing and cooperation. These interactions help the child internalize societal expectations in a consistent and supportive environment, forming the basis for their future social conduct and relationships with others in society.

114. (D) nervous system arousal.
Physiological theories suggest that different emotional states can be distinguished by the level of activation within the body. A state like joy involves a much higher level of neural and physical excitement compared to a low-arousal state like boredom. This perspective focuses on the intensity of the physical response as the primary factor that defines and separates various emotional experiences from one another.

115. (C) Development is non-contextual.
Human development is characterized by several core principles, including its lifelong nature and its multidirectional path involving both gains and losses. It is also highly plastic, meaning abilities can be modified. Importantly, development always occurs within a specific context, influenced by cultural, social, and historical factors. Therefore, it is incorrect to say that the process is independent of the individual's environment.

116. (B) Emotion-focused coping
When individuals manage stress by seeking comfort and support from others, they are focusing on regulating their emotional response to the situation. Rather than trying to change the external problem itself, this approach aims to reduce the feelings of distress and anxiety caused by the stressor. Reaching out to friends is a common social strategy used to maintain emotional balance during difficult times.

117. (A) Both A and R are true and R is the correct explanation of A.
Theories based on biological balance are excellent for explaining why we seek food or rest to reduce internal tension. However, because their focus is on returning the body to a stable state, they have difficulty explaining why people intentionally seek out high-arousal or risky activities. This limitation highlights the need for other theories, like arousal theory, to account for sensation-seeking behavior.

Downloaded from www.pdf.tube

100. (A) School
Educational institutions serve as formal settings where children are taught more than just academic subjects. They are also places where individuals learn to follow structured rules and participate in organized social activities like games. This environment provides the necessary practice for functioning within large groups and respecting authority, which are key components of being a successful member of the wider society.

101. (B) The response to any demand.
Stress is broadly defined as the physical and psychological reaction of the body to any demand for change or adaptation. It is a natural response that occurs whenever an individual encounters a situation that requires them to adjust their normal functioning. This definition covers a wide range of experiences, from small daily inconveniences to major life challenges that test a person's resources.

102. (C) Motives direct; emotions are feelings.
Motivation and emotion are distinct but related psychological processes. One is primarily concerned with the internal states that activate and guide behavior toward specific goals. The other refers to the subjective feelings and physiological reactions that occur in response to stimuli. While they often work together to influence actions, their fundamental roles in energizing and experiencing the world are quite different.

103. (D) Learning individualism is valued.
Culture influences socialization by providing the overall framework of values and beliefs that are shared by a community. Learning that personal independence is a high priority is a clear example of internalizing these cultural standards. This broad influence shapes how individuals view themselves and their relationships with others, demonstrating how societal ideals are transmitted through the process of growing up.

104. (B) 2, 3, 4, 1
Human development is organized into a chronological sequence of stages, each characterized by specific physical and cognitive milestones. The process begins with the first years of life, followed by the early and middle years of childhood. Finally, the individual enters the transition period toward adulthood. This orderly progression ensures that foundational skills are established before the more complex changes of later stages.

105. (B) Finding water to drink.
According to the hierarchical model of motivation, basic survival needs are the most urgent and will dominate an individual's behavior when they are not met. In a survival situation, the body's immediate physiological requirement for hydration takes precedence over all other psychological or social concerns. Only after these life-sustaining needs are satisfied can the person focus on safety or higher-level goals.

106. (D) Physiology comes first in emotion.
Traditional physiological theories suggest that emotional experiences are actually our perception of bodily changes. According to this view, an external event triggers a physical reaction first, such as crying or trembling. The conscious feeling of the emotion follows as a direct result of noticing these physical shifts. This perspective emphasizes that the body's response is the primary source of emotional feelings.

107. (A) They are physiological and psychological.
When an individual encounters stress, their response is multidimensional, involving both the body and the mind. Physically, it may involve changes in heart rate and hormone levels. Psychologically, it includes feelings of anxiety and the cognitive appraisal of the situation. This integrated response shows how different systems within the person work together to react to demanding or challenging environmental conditions.

108. (C) Esteem needs
In the hierarchical model of motivation, the desire for respect from others and a sense of self-worth is a key psychological driver. This level involves seeking recognition for accomplishments, achieving status, and feeling competent in one's activities. These needs emerge after social connections are established and are important for developing a positive self-image and a sense of value within the community.

NODIA

127. (D) Self-actualization
At the peak of the motivational hierarchy lies the pursuit of personal fulfillment and the realization of one's full potential. This highest level represents the desire for growth, creativity, and self-discovery. It can only be pursued after more basic needs, such as survival, safety, and social belonging, have been sufficiently met, allowing the individual to focus on becoming their best self.

128. (A) stress.
Feeling overwhelmed by significant demands is a typical reaction to a situation that is perceived as exceeding one's available resources. This experience involves both the mental appraisal of the challenge and the resulting emotional and physical tension. Such a response indicates that the individual is struggling to adapt to the pressures of their environment, which is a core feature of stress.

129. (C) Instinct is fixed; drive is tension.
These two theories offer different views on biological motivation. One focuses on innate, unlearned patterns of behavior that are consistent across a species and do not change. The other focuses on internal states of physiological tension that push an individual to act in order to reduce that tension and restore balance. While both are biologically based, they emphasize different mechanisms of action.

130. (A) The bodily change that occurs.
A physiological correlate refers to the automatic physical response that accompanies an emotional state. These changes are managed by the nervous system and include measurable shifts in things like heart rate, blood pressure, and sweating. By studying these bodily reactions, researchers can gain objective data about the level of arousal and the physical impact of different emotions on the human body.

131. (D) formation of primary attachment bonds.
Educational institutions play a broad role in socialization by teaching academic subjects, social rules, and group interaction skills. They also transmit the "hidden curriculum" of societal expectations. However, the initial and deepest emotional bonds, known as primary attachments, are typically formed within the family setting during infancy, long before a child begins formal schooling and interacts with teachers and classmates.

132. (B) high central nervous system activation.
According to activation theory, emotional states are directly related to the level of neural energy in the brain. Intense feelings like panic or extreme excitement are characterized by very high levels of arousal along the physiological continuum. This heightened state of activation prepares the body for major action but can also interfere with the ability to perform complex or delicate tasks effectively.

133. (A) Both A and R are true and R is the correct explanation of A.
Cognitive appraisal theory explains why the same event can lead to different emotions. The outcome depends entirely on how the individual evaluates the situation in relation to their own goals and abilities. If a change is seen as a positive opportunity, it brings joy; if it is seen as a threatening burden, it causes anxiety. This emphasizes the role of personal interpretation.

134. (D) Drinking when thirsty
Behaviors that are driven by the need to satisfy a basic biological requirement for survival are examples of primary motives. Thirst is an internal signal that the body needs water to maintain its essential functions. This drive is innate, unlearned, and common to all humans, making it a fundamental force that pushes the individual to act to ensure their continued physical health.

135. (D) 1, 2 and 3
Emotion is a complex, multidimensional state that involves several core elements working together. It includes the internal, subjective feeling that a person experiences, the physiological changes that occur within the body, and the outward behaviors like facial expressions or actions. All three of these components are considered essential for a complete understanding and definition of what an emotion actually is in psychology.

136. (B) Multidirectionality
This principle of life-span development highlights that growth is not a simple upward path. Throughout life, some abilities and aspects

Click Here to Buy book on Amazon

while others prioritize the mental evaluation of situational meaning or the level of neural activation in the brain. Together, they offer different perspectives on the complex internal and cognitive processes that create our emotional lives and feelings.

174. (D) school.
Educational institutions serve as important agents of socialization by providing a structured environment where children interact with authority figures other than their parents. Teachers transmit formal curriculum while also enforcing social rules and expectations for group behavior. This setting helps bridge the gap between private family life and the public world, teaching individuals the skills and habits needed for successful participation in society.

175. (A) "I'm eating because I'm hungry."
This statement perfectly illustrates the core principle of motivation driven by biological needs. An internal state of physiological deficiency creates an uncomfortable tension, which then pushes the individual to engage in a behavior that will satisfy the need and reduce the tension. This focus on maintaining internal balance through the reduction of drives is the foundation of this particular motivational theory.

176. (B) It involves a subjective feeling.
A primary feature of an emotion is the internal, personal experience that an individual feels, such as joy, sadness, or anger. While emotions also involve physical changes and expressive behaviors, the core of the experience is the conscious feeling itself. This subjective quality is what makes emotional states distinct from simple physiological reflexes or purely cognitive processes that lack a felt component.

177. (B) P-3, Q-4, R-1, S-2
Various concepts help describe the different aspects of human development and social learning. One process involves internalizing cultural norms, while another focuses on the growth of ethical reasoning. Additionally, specific windows of time are crucial for learning certain skills, and broad principles like plasticity explain how abilities can change. Together, these terms provide a comprehensive framework for understanding how individuals grow and adapt.

178. (B) Problem-focused
When individuals manage a stressful situation by taking direct action to resolve the challenge, they are using a task-oriented approach. Developing a specific plan to find a new job after being laid off is a clear example of this strategy. By focusing on the source of the problem and taking practical steps to change it, the person aims to reduce their stress effectively.

179. (C) Biological motives
Certain drives are essential for the physical survival of the organism and are unlearned. These include the fundamental requirements for things like air, nutrition, and hydration. Because they are rooted in basic physiology and are common to all members of a species, they are classified as primary motives. These needs generally take precedence over more complex social or psychological goals in driving behavior.

180. (D) contextual.
This principle of development states that growth is influenced by the specific circumstances and events that an individual experiences. Major life changes, such as a sudden change in financial status, represent unique environmental factors that can significantly alter a person's life path and opportunities. This highlights how development is not just a biological process but is also shaped by the situation and environment.

181. (C) Look for cues to label emotion.
According to the two-factor theory, if a person experiences physical arousal without an obvious cause, they will search their surroundings for information to help them understand what they are feeling. They use situational cues to interpret the arousal and apply an emotional label. This means the same state of physical activation can become different emotions depending on the context provided by the environment.

NODIA

182. (B) an instinct.
A behavior that is inborn, unlearned, and characteristic of all members of a specific species is known as a fixed action pattern. These tendencies are viewed as being biologically programmed and essential for survival. By focusing on these automatic responses, psychologists attempt to explain the evolutionary roots of motivation and how certain behaviors

goals and improve performance, representing a healthy and beneficial part of the stress response.

146. (B) A need that directs behavior.
A motive is an internal state or need that activates and provides a specific goal for an individual's actions. It serves to energize the person and guide them toward activities that will satisfy the underlying desire. Whether based on biological requirements or social goals, motives are the forces that explain why people initiate and maintain certain behaviors over a period of time.

147. (C) family socialization.
In the earliest stages of life, the family is the primary environment where children begin to learn how to interact with others. A baby learning that specific actions like crying result in a response from a caregiver is a fundamental part of social learning. These initial experiences within the home setting establish the patterns for communication and the understanding of social cause and effect.

148. (D) a manageable process.
The scientific study of how people respond to and deal with demands implies that stress is not an unchangeable fate. Instead, it is viewed as a dynamic interaction that can be influenced by thoughts, behaviors, and environmental changes. This perspective emphasizes that by developing effective coping strategies and management techniques, individuals can successfully navigate challenges and maintain their overall physical and psychological health.

149. (C) Contextualism
This principle states that human development is always embedded in a specific environment that includes family, school, and the wider culture. These various settings interact to shape an individual's growth and experiences throughout their life. By recognizing that development is influenced by the era and community in which a person lives, this perspective highlights the importance of situational factors in human growth.

150. (A) Both A and R are true and R is the correct explanation of A.
Both of these theories are classified as cognitive because they place mental processes at the center of emotional experience. They agree that the way an individual thinks about a situation—whether through labeling arousal or appraising meaning—is what determines the specific emotion they feel. This emphasis on interpretation over simple physical reaction distinguishes them from earlier, purely physiological or biological models.

151. (A) P-2, Q-3, R-1, S-4
Different psychological concepts explain the various forces that drive and shape human experience. Internal balance relates to drives, while personal growth is the goal of the need hierarchy. Mental evaluations are central to cognitive theories of emotion, and the learning of societal expectations is the focus of socialization. Together, these terms provide a structured way to understand the complex interactions within the human mind.

152. (B) Hierarchical order is not universal.
While the hierarchy of needs is an influential framework, it has been criticized because the specific order of needs can vary among different people and cultures. In some cases, individuals may prioritize social or self-fulfillment goals even when their basic survival or safety needs are not fully met. This suggests that human motivation is more flexible and complex than a single rigid pyramid can always account for.

153. (C) Cognitive-appraisal theory
This theory focuses on how the mental evaluation of a situation determines the emotional response. If an individual interprets an upcoming event as a threat, they will feel anxiety; if they see it as a challenge, they may feel excitement. This highlights the role of personal meaning and subjective assessment, showing that our thoughts about an event are what truly create our feelings.

154. (D) it is the first social context.
The family is considered the primary agent of socialization because it provides the initial environment where a child begins to learn about the world. During these formative years, parents and caregivers are the main sources of information about social norms, values, and language. This early and continuous influence establishes the foundational habits and beliefs that individuals carry with them throughout their entire lives.

NODIA

118. (D) Peers provide context for identity.
During the transition to adulthood, social groups of equals become increasingly important for individual development. These groups offer a space where adolescents can explore different roles and values outside of their family's influence. By interacting with peers, individuals can compare themselves to others and develop a unique sense of self and social identity, which is essential for healthy psychological and social growth.

119. (A) the snake is interpreted as a threat.
According to cognitive theories, the primary trigger for an emotion is the mental evaluation of a stimulus. When an individual sees a potentially dangerous object, they must first appraise it as a threat to their well-being. This mental assessment of the situation's meaning is what initiates the physiological changes and the conscious feeling of fear, emphasizing that thought precedes and determines emotion.

120. (B) A social motive
Joining a group or a team is often driven by the desire for connection, belonging, and social interaction. These motives are not based on biological survival but are learned through social experiences and the need for psychological fulfillment. Seeking the company of others is a fundamental part of human behavior that helps satisfy the social requirements for support, identity, and a sense of community.

121. (B) absence of experience causes deficits.
These periods are called "critical" because they represent specific windows of time when environmental input is absolutely necessary for normal development. If the individual does not have certain experiences during these phases, the brain may not develop the associated skills properly, leading to permanent difficulties. This highlights how biology and environment must interact at the right time for healthy growth to occur.

122. (A) Developing effective coping strategies.
Managing stress effectively involves learning and using different techniques to handle demanding situations. This includes both problem-solving actions and methods for regulating emotional distress. By building a toolkit of healthy responses, individuals can reduce the negative impact of stressors on their health and well-being. This proactive approach is a key component of maintaining resilience in the face of life's various challenges.

123. (C) All motivated behaviors are innate.
Motivation is a complex process that includes biological, social, and personal factors. While some drives are unlearned and essential for survival, many other motivated behaviors are acquired through experience and cultural learning. Therefore, it is incorrect to suggest that all actions are inborn. Motivation plays a crucial role in directing and sustaining persistent efforts toward achieving both innate and learned goals.

124. (D) complexity (primary vs. secondary).
Emotions are often categorized based on whether they are basic, universal feelings or more complex, learned experiences. Primary emotions like joy and fear are seen as innate and common to all humans. Secondary emotions, such as guilt or pride, are more complex and are influenced by cultural learning and cognitive development. This classification helps psychologists understand the different levels of emotional experience.

125. (C) socialization.
The process through which individuals learn the behaviors and attitudes that their culture considers appropriate for their social roles is a core part of growing up. By observing and internalizing these cultural standards, children learn how to function within their community. This social learning ensures that the values and expectations of the society are passed down from one generation to the next.

126. (A) Both Statement I and Statement II are correct.
Cognitive theories of emotion share the idea that mental processes are essential for emotional experience. One theory focuses on how we label physical arousal based on situational cues, while the other emphasizes that the initial evaluation of a situation's significance triggers the entire response. Both perspectives highlight that how we think about and interpret our environment is fundamental to what we feel.

Downloaded from www.pdf.tube

environment. These needs are fundamental for psychological well-being, as they provide the stable foundation necessary for a person to eventually pursue social connections, self-esteem, and personal growth.

165. (A) Both A and R are true and R is the correct explanation of A.
During the transition to adulthood, individuals often look beyond their family to establish their own identity. Peer groups provide a unique and powerful social context where adolescents can learn new values and compare themselves with their equals. This influence is critical because it helps individuals develop social skills and a sense of self that is independent of their parents and home life.

166. (B) Lindsley's Activation Theory
This theory focuses on the level of physiological arousal as the primary factor in emotion. Because it views emotional intensity as directly related to neural activation, it would have difficulty explaining complex feelings like guilt that may occur with very little noticeable physical change. Theories that emphasize cognitive interpretation or mental evaluation are better at accounting for these types of more subtle emotional experiences.

167. (D) Emotion-focused coping
When someone engages in physical activity specifically to reduce feelings of tension and distress, they are using a strategy aimed at regulating their emotional state. Rather than addressing the source of the stress itself, the focus is on managing the uncomfortable feelings that the stress has caused. This type of coping is a common way for people to maintain their emotional balance and well-being.

168. (A) Universality
Motivated behavior is identified by several key criteria that show it is intentional and persistent. This includes activation, which is the energy to start the action, and direction, which means the behavior is aimed at a specific goal. It also involves intensity and maintenance until the objective is reached. While many motives are common, the specific behaviors themselves are not necessarily universal across all individuals.

169. (B) Both Statement I and Statement II are incorrect.
These two major theories focus on different sources of motivation. One emphasizes internal states of tension that push an individual to act from within to restore biological balance. The other highlights how external rewards and goals in the environment pull behavior toward them. Since the statements provided swapped these definitions, both are considered incorrect descriptions of the core principles of each motivational theory.

170. (B) moral development.
The ability to recognize that ethics can be more complex than just following the law is a sign of advanced reasoning about right and wrong. As individuals mature, their moral understanding moves from simple obedience toward the consideration of universal principles and social contracts. This growth in thinking allows people to navigate difficult situations where rules and ethical values might come into conflict.

171. (D) Need-hierarchy theory
This influential motivational framework is organized as a pyramid, with the most fundamental biological needs at the base. It suggests that individuals must satisfy lower-level requirements, such as survival and safety, before they can move up to social belonging, esteem, and eventually self-actualization. This structured approach provides a clear way to understand how different types of needs prioritize and drive human behavior.

172. (B) Appraisal
The process of evaluating the significance of a situation and one's resources for handling it is a central part of the stress response. This mental assessment determines whether an event is seen as a threat, a challenge, or irrelevant. How an individual interprets the situation is what ultimately decides the level of stress they experience and the specific coping strategies they will choose.

173. (C) Process of emotional states.
These various psychological theories all attempt to explain how emotions are generated and experienced. Some focus on the combination of physical arousal and cognitive labeling,

NODIA

of functioning may improve while others decline. For example, as individuals age, they may gain wisdom and experience while their physical strength or processing speed decreases. This complex pattern shows that development involves a constant balance of gains and losses across various domains.

137. (B) Problem-focused coping
When individuals attempt to manage stress by directly addressing the source of the problem, they are using a task-oriented strategy. This involves identifying the stressful situation and taking practical steps to change it or reduce its demands. By focusing on the external challenge, the individual aims to eliminate the cause of the stress, which can lead to a more effective long-term resolution.

138. (C) Activation continuum from sleep to excitement.
This theory focuses on the level of physiological arousal as the primary factor in emotional experience. It proposes that there is a continuous range of neural activation that goes from very low during sleep to very high during intense excitement. The theory suggests that the intensity and nature of an emotion are fundamentally tied to where an individual falls on this physiological scale.

139. (C) higher needs follow lower needs.
A central idea in the hierarchy of needs is that human motivation is organized in a specific order of priority. Basic survival and safety requirements must be substantially satisfied before an individual can become motivated by higher-level psychological needs like social connection and self-esteem. This sequential structure implies that the fulfillment of foundational levels is generally necessary for personal growth to occur.

140. (D) cognitive abilities.
The development of a sense of right and wrong is deeply connected to the growth of an individual's thinking skills. As children's cognitive abilities mature, they become better able to understand abstract concepts like justice, rights, and the perspective of others. This mental growth allows for more complex moral reasoning, moving from simple obedience to the internalizing of universal ethical principles.

141. (C) characteristics
Emotions are defined by several key components that typically occur together. These include the internal, subjective feeling of the state, the physiological changes within the body, and the outward expressive behaviors like smiling or frowning. When a person experiences all of these elements in response to a stimulus, they are demonstrating the core characteristics that psychologists use to define and study emotional states.

142. (B) Peers
During adolescence, social groups of equals become a major influence on behavior and style. Conforming to the dress code or musical tastes of a friendship group is a clear example of socialization through peers. These interactions provide a sense of belonging and help individuals develop a social identity that is separate from their family, as they learn and adopt group norms.

143. (D) Relied on circular reasoning.
Early theories that focused on innate tendencies were often criticized because they tended to just label a behavior as an "instinct" without explaining why it happened. This circular logic—saying people are aggressive because they have an aggression instinct—did not provide a real scientific explanation for the causes of behavior. This lack of depth eventually led psychologists to seek more explanatory theories.

144. (B) 3, 4, 1, 2
According to this theory, the process of experiencing an emotion begins with an external event that triggers physiological arousal. The individual then notices this physical change and looks to their environment to find a reason for it, applying a cognitive label. Only after the arousal is interpreted in context does the person experience a specific emotional feeling, such as joy or fear.

145. (A) beneficial or motivating stress.
Not all stress is harmful; some forms of pressure can be positive and productive. This type of stress often arises from challenges that an individual perceives as manageable and rewarding, such as a promotion or a sports competition. It can provide the energy and motivation needed to achieve

Click Here to Buy book on Amazon

occur naturally without the need for experience or environmental learning.

183. (A) Both A and R are true and R is the correct explanation of A.
The nervous system provides the physical foundation for emotional experience. The autonomic branch manages involuntary bodily changes like heart rate, which provide the physical sensations of emotion. Meanwhile, the brain processes the information and interprets its meaning, allowing us to feel and identify specific states. This combination of physical arousal and mental processing is essential for the complete experience of any emotion.

184. (D) allows mass transmission.
Media platforms are unique agents of socialization because they can provide information and models of behavior to a vast and diverse audience simultaneously. Through television and the internet, individuals are exposed to a wide range of values, lifestyles, and cultural trends that extend far beyond their immediate social circle. This broad reach makes media a powerful tool for shaping public opinion and social norms.

185. (C) 1, 2, 3 and 4
Motivation is a broad field of study that includes several major frameworks for explaining why we act. These theories range from focusing on innate, biological tendencies and the maintenance of internal balance to the power of external rewards and the sequential satisfaction of human needs. Each of these perspectives provides valuable insights into the different forces that initiate, direct, and sustain human and animal behavior.

186. (B) The process of appraising events.
Emotional states are not just about physical changes, but also about the mental processing that occurs. When an individual evaluates a situation as being positive or stimulating, this appraisal process is a key part of the experience. It serves as the bridge between the external event and the internal feeling, showing how our thoughts about what is happening around us contribute to our emotional states.

187. (C) capacities can be modified.
This principle of development refers to the idea that many human traits and abilities are not fixed but can be changed through experience and learning. Even in later life, individuals can develop new skills and adapt to new challenges. This flexibility highlights that the developmental path is not entirely predetermined and that there is always potential for growth and change throughout the entire lifespan.

188. (D) Desire for money.
Unlike basic biological requirements, many human goals are learned through social experience and cultural values. The value placed on financial resources is acquired as individuals learn how society works and what is needed to achieve security and status. Because these motives are not innate but are shaped by experience, they can vary significantly between different people and across various social and cultural contexts.

189. (C) A cognitive evaluation
Cognitive theories of emotion suggest that the very first step in an emotional response is the mental assessment of a situation. Before any physical changes occur or any feelings are experienced, the individual must evaluate the meaning of the stimulus in relation to their own well-being. This initial appraisal is what determines the type and intensity of the emotion that will eventually follow.

190. (A) moral development.
The study of how individuals develop their principles of right and wrong is central to understanding human behavior. When a person makes a decision based on internalized ethical standards rather than simple fear of punishment, it reflects a more advanced level of reasoning. This growth in moral understanding is a key part of the overall development of an individual's character and social functioning.

191. (D) Drive theory
This theory focuses on the internal biological pushes that motivate behavior. It suggests that a physiological need creates an uncomfortable state of tension, which the organism is then driven to reduce. By satisfying the need and eliminating the tension, the individual returns to a state of balance. This mechanism explains how fundamental biological requirements, like hunger and thirst, initiate and guide our actions.

NODIA

210. (A) Schachter-Singer theory
This influential theory of emotion explicitly states that two components are necessary for a specific feeling to occur. It combines a state of physiological activation with a cognitive label that interprets why the arousal is happening based on the situation. By requiring both body and mind, this model explains how generalized physical states are transformed into specific, identifiable emotions like joy or fear.

211. (D) The desire for success
A motive is an internal state that energizes and directs behavior toward a specific goal. The wish to achieve and be successful is a classic example of such a drive. Unlike physical sensations like a racing heart or outward expressions like a frown, a motive provides the underlying purpose and persistence that guide an individual's actions over a period of time.

212. (B) Depends on appraisal.
While the experience of stress often involves a dynamic interaction and physiological reactions, the most central feature is that it is not caused by events alone. Instead, it depends on how an individual interprets those events in relation to their own ability to handle them. This mental evaluation process is why the same situation can be stressful for one person and not for another.

213. (D) 1, 2 and 3
Socialization is a broad process that occurs through interaction with many different agents in society. Families provide the first and most foundational influence, while schools and peer groups become increasingly important as a person grows. Additionally, media platforms can influence attitudes on a very large scale. All three of these agents work together to help individuals internalize societal norms, values, and behaviors.

214. (D) maintaining homeostasis.
This theory of motivation focuses on the body's need to maintain a stable internal state. When a physiological requirement is not met, it creates an internal state of tension known as a drive. This drive pushes the individual to engage in behaviors that will satisfy the need and return the body to its ideal state of biological balance and overall physical stability.

215. (A) interpretation is the primary determinant of emotion.
The key idea of cognitive theories is that our feelings are not caused directly by external events or physical arousal. Instead, it is the way we evaluate and assign meaning to a situation that truly creates our emotional experience. This appraisal process assesses how an event affects our well-being and goals, explaining why different people can have varied reactions to the same environment.

216. (B) a critical period.
This concept refers to a specific window of time in development when the brain is especially receptive to certain types of learning. If the individual is not exposed to the necessary stimuli during this phase, it can be very difficult or even impossible to master the associated skill later in life. This highlights the importance of timing and environmental experience in proper human growth.

217. (A) Both A and R are true and R is the correct explanation of A.
Early theories that focused on innate, fixed patterns are often seen as limited because they do not account for the flexibility and learning that are common in human behavior. Many actions are shaped by experience rather than being inborn and unlearned. Furthermore, simply labeling a behavior as an instinct does not explain the underlying causes, making this approach less useful for scientific understanding.

218. (B) Drive theory
When behavior is initiated by an internal biological need, such as the requirement for blood sugar, it is best explained by theories of tension reduction. The physical deficiency creates a drive that pushes the person to seek satisfaction and restore internal balance. This mechanism is a fundamental part of how the body ensures its continued survival by responding to basic physiological signals and requirements.

219. (C) physiological correlates.
Measurable bodily changes, such as shifts in heart rate and skin conductance, are studied as objective indicators of emotional states. These reactions occur automatically through the autonomic nervous system and reflect the body's

Downloaded from www.pdf.tube

201. (B) Genetic predisposition.
The "nature" side of development refers to the biological and hereditary factors that are passed down from parents. This includes an individual's genetic blueprint, which influences physical traits, temperament, and certain predispositions for health and behavior. These inborn factors provide the foundation for development and interact with environmental experiences to shape the person throughout their life, starting from the moment of conception.

202. (A) Cannon-Bard theory
While there are many theories that attempt to explain emotion, some focus on the role of physical arousal and cognitive labels, while others emphasize the evaluation of situational meaning or neural activation levels. However, certain early theories that proposed a parallel physical and emotional response are often not included in more modern classifications that prioritize cognitive and arousal-based models of emotional experience.

203. (C) incentive
External objects that have the power to attract or pull behavior toward them are known as incentives. In the context of dietary choices, the sight or availability of certain foods can act as a positive stimulus that motivates an individual to act, even without an internal biological drive. Understanding how these external factors influence our choices is key to understanding the complexity of human motivation.

204. (D) Changes in sleep patterns
Stress can manifest in many different ways, including changes in how a person behaves. When individuals are under significant pressure, they may experience disruptions in their normal habits, such as their sleep schedule. These observable behavioral shifts are distinct from internal physical changes like blood pressure or emotional feelings like anxiety, representing the outward way that stress impacts a person's daily life and functioning.

205. (A) P-2, Q-4, R-1, S-3
Various motivational concepts explain the different forces that drive human and animal actions. These range from inborn, species-specific patterns and internal states of physiological tension to external rewards in the environment and the learned desire for excellence. Each of these examples illustrates a different way that motivation can be initiated and directed toward satisfying needs or achieving goals in different contexts.

206. (B) changes and becomes complex.
The development of a sense of right and wrong is not a fixed trait but a dynamic process that evolves as a person grows. As cognitive abilities mature and social experiences increase, individuals move from simple views of morality based on rewards to more abstract and principled reasoning. This progression allows for a more sophisticated understanding of justice, ethics, and social responsibility over time.

207. (D) Development is plastic.
A key principle of life-span development is that many aspects of human growth and ability are not fixed for life. Instead, there is a degree of flexibility and the potential for change through experience and learning. This plasticity means that individuals can continue to adapt and develop new skills even into adulthood and old age, highlighting the lifelong potential for growth and modification.

NODIA

208. (A) Primary assesses situation; secondary assesses resources.
When faced with a potential stressor, individuals go through a two-step evaluation process. First, they determine if the event itself represents a challenge or a threat. Second, they evaluate their own ability and resources for dealing with that challenge. This appraisal process is what determines the overall experience of stress and the specific ways the person will choose to manage and cope with it.

209. (C) Esteem and Self-actualization
Engaging in high-level, challenging activities like mountain climbing is often motivated by needs related to personal achievement and fulfillment. This includes the desire for competence and respect from others, as well as the drive to realize one's full potential. These higher-level psychological goals become primary drivers of behavior after more basic physical and safety needs have been sufficiently satisfied by the individual.

192. (B) An increased heart rate
Physiological correlates are the measurable physical changes that happen automatically in the body during an emotional state. An increase in heart rate is a common and observable biological response to excitement or stress, as the body prepares for action. These automatic adjustments are managed by the nervous system and provide objective data about the level of physical arousal being experienced by the individual.

193. (B) Proximodistal principle.
This developmental rule describes the typical pattern of growth and motor control starting from the center of the body and moving outward toward the limbs. It explains why infants are able to control their torso and shoulders before they gain precise control over their hands and fingers. This outward progression is a consistent feature of physical maturation observed during early childhood development.

194. (A) context suggests anxiety.
According to the two-factor theory, individuals interpret their physical sensations based on the situation they are in. If a person is in a high-stakes environment like waiting for test results, they will look to that context to explain their racing heart. By applying a label that fits the situation, they experience the specific emotion of anxiety, showing how situational cues shape emotional feelings.

195. (C) management of stress.
Techniques that are intentionally used to lower physical arousal and calm the mind are essential for handling demanding situations. Methods like deep breathing and muscle relaxation help counteract the body's natural stress response. By actively practicing these skills, individuals can improve their ability to cope with pressure and maintain their overall health and well-being during challenging times in their lives.

196. (D) a lifelong process.
The process of learning social norms and expectations is not something that only happens during childhood. Instead, it continues throughout the entire lifespan as individuals encounter new social roles, environments, and life stages. Whether starting a new job, moving to a new culture, or entering retirement, people are constantly adapting to new social contexts and learning how to function effectively within them.

197. (C) Need-Hierarchy — Prepotency
This motivational theory is defined by the idea that certain needs must be met before others. Prepotency refers to the principle that lower-level, more urgent needs dominate an individual's behavior until they are sufficiently satisfied. Once these foundational requirements are addressed, the person can then focus on higher-level goals, illustrating the sequential and organized nature of human motivation according to this framework.

198. (A) Both A and R are true and R is the correct explanation of A.
Socialization is a broad process that occurs through interaction with many different entities in society. Families, schools, peer groups, and the media each provide a unique setting where individuals learn the rules, values, and behaviors of their culture. Together, these agents create a comprehensive social network that helps individuals internalize societal expectations and become functioning members of their community.

199. (C) At both low and high levels
According to activation theory, there is an ideal level of arousal for performing tasks, especially complex ones. If the individual is under-aroused, they may lack the focus and energy needed to succeed. Conversely, if arousal is too high, anxiety and physical tension can interfere with performance. Reaching a moderate, optimal level of activation allows for the highest level of efficiency and skill.

200. (B) affiliation.
The desire to be with others and form social connections is a fundamental psychological motive. This need for social interaction drives individuals to seek out relationships, join groups, and participate in community activities. Satisfying this need is essential for emotional well-being and a sense of belonging, highlighting the importance of social bonds in human life and the development of a healthy personality.

Click Here to Buy book on Amazon

internal level of arousal. By examining these physical signals, researchers can gain a better understanding of how emotional processing manifests as observable and quantifiable biological data within the individual organism.

220. (C) School
Educational institutions are the primary settings where children are taught through a structured, formal academic curriculum. Beyond teaching specific subjects, they also provide a formal environment for learning social rules and the expectations of wider society. This role makes schools a major agent of socialization that prepares individuals for their future roles in the workforce and as responsible members of their community.

221. (D) Lindsley's activation theory
This theory focuses on the relationship between the level of physiological arousal and the experience of emotion. It suggests that the intensity of a feeling is directly tied to the overall state of activation in the nervous system. While it recognizes that we feel different emotions, it prioritizes the physical intensity of the state along a continuum from low to high activation levels.

222. (B) self-actualization.
The drive to realize one's unique potential and achieve personal growth is a high-level motivational goal. Individuals pursuing this are focused on fulfilling their own talents and expressing their creativity, moving beyond basic survival or social needs. This process of self-discovery and fulfillment is seen as the peak of human motivation, representing the desire to become the most complete version of oneself.

223. (C) Evaluating significance.
Appraisal is the mental process through which individuals evaluate whether a situation is threatening, challenging, or irrelevant to their well-being. This evaluation is what determines whether an event will be experienced as stressful. By assessing the significance of the environment and their own ability to handle it, individuals decide how to respond emotionally and what coping strategies to eventually use.

224. (D) Working for a salary.
Motivation that comes from the desire for external rewards or to avoid negative consequences is known as extrinsic. In this case, the behavior is performed not because it is inherently enjoyable, but because it leads to a tangible benefit from the environment, such as financial compensation. This type of drive highlights how outside incentives can effectively influence and guide human actions and effort.

225. (A) changes occur conception to death.
This principle of development states that growth and change are not limited to childhood but continue throughout the entire lifespan. From the earliest stages of life until the end, individuals are constantly developing new abilities and adapting to new situations. This view emphasizes that development is a continuous and dynamic process that involves all stages of the human experience over time.

226. (B) feel happy or euphoric.
According to the two-factor theory, if you have unexplained physical arousal, you will look to your immediate surroundings to interpret what you are feeling. If you are in the company of someone who is acting happily, you are likely to adopt that same emotional label for your own arousal. This shows how situational cues can determine the specific emotion felt when the body is activated.

227. (C) socialization.
The process through which children learn the values, norms, and behaviors that their society expects is essential for their integration into the community. By internalizing these cultural standards, individuals learn how to interact effectively with others and perform their social roles. This continuous learning process begins in infancy and continues as people encounter new environments and social situations throughout their entire lives.

228. (C) Incentive theory
When behavior is driven by the desire for external rewards or positive feedback from others, it is best explained by theories of environmental attraction. Praise from a teacher acts as a positive stimulus that pulls the student to put in more effort. This highlights how external goals

Downloaded from www.pdf.tube

and social recognition can serve as powerful motivators that guide behavior independent of immediate biological needs.

229. (D) Statement I is incorrect, but Statement II is correct.
Stress can be caused by both negative events and positive ones that require adaptation. Regardless of whether a stressor is pleasant or unpleasant, the body often responds with a similar set of physiological changes, such as an increased heart rate and the release of hormones. This indicates that the biological stress response is a general way the body prepares for any demand.

230. (A) P-2, Q-4, R-1, S-3
Different motivational frameworks provide varied explanations for why we act. These range from inborn, species-wide patterns and internal states of tension aimed at biological balance to the power of environmental rewards and the sequential organization of human needs. Each theory highlights a different aspect of the complex forces that initiate, direct, and sustain our behavior in various life situations.

231. (C) Plasticity
This concept refers to the brain's remarkable ability to adapt and change its structure and function throughout life. It allows individuals to learn new skills, recover from injuries, and reorganize neural pathways in response to experience and environmental demands. This flexibility is a core feature of human development, highlighting that our biological systems are not fixed but can be modified and shaped.

232. (D) moral development.
The way children's understanding of ethics and justice changes as they grow is a key part of their development. Moving from a focus on simple rewards and punishments to a more complex understanding of principles and rights shows the maturation of moral reasoning. This growth allows individuals to evaluate actions and make decisions based on an increasingly sophisticated sense of right and wrong.

233. (B) autonomic nervous system.
This part of the nervous system is responsible for the involuntary physical changes that accompany emotional experiences. Its two branches work together to manage arousal: one prepares the body for action during stress, while the other helps it recover and return to a stable state. These automatic adjustments ensure that the body's internal environment is properly balanced without the need for conscious thought.

234. (A) The need for belonging.
The desire for social connection and being part of a group is a fundamental psychological motive learned through experience. Unlike biological needs for survival, this drive is shaped by social interaction and the need for emotional support and identity. Seeking the company of others is essential for human well-being, highlighting how our relationships with others provide powerful motivation for our daily actions.

NODIA

235. (C) nature and kinds of motives.
A major area of study in psychology focuses on understanding the different forces that initiate and direct behavior. This includes analyzing biological drives that maintain balance, social motives learned through interaction, and personal goals for growth and achievement. By exploring the variety and characteristics of these internal states, researchers can gain a comprehensive understanding of what truly motivates human and animal behavior.

236. (D) Activation and persistence
For a behavior to be considered truly motivated, it must show signs of being purposeful and sustained. This involves the energy to start the action and the continued effort to reach a specific goal, even in the face of obstacles. These characteristics distinguish motivated actions from random movements or simple reflexes, showing that the behavior is driven by a clear internal or external aim.

237. (A) Employing appropriate coping strategies.
Handling stress effectively involves learning and using different techniques to manage both the situation and the resulting emotions. This includes active problem-solving and methods for regulating distress. By developing a range of healthy responses, individuals can reduce the negative impact of stressors and maintain their well-being. Proactive management is essential for successfully navigating life's challenges and maintaining resilience over time.

238. (B) Media
Mass communication platforms, such as films and television, have the power to influence emotions and attitudes on a large scale. By telling stories and presenting models of behavior, they can evoke specific feelings in a wide audience and transmit cultural values. This makes media a powerful agent of socialization that contributes to how individuals perceive the world and their place within society.

239. (A) Both A and R are true and R is the correct explanation of A.
In this hierarchical model, needs are divided into those that result from a lack of something and those that drive individual growth. Basic physical and social needs are aimed at filling deficiencies to restore balance. In contrast, the highest level of motivation is based on the desire to develop one's full potential, representing a positive drive toward personal fulfillment and self-discovery.

240. (B) Cognitive-appraisal theory.
This theory of emotion emphasizes that it is our mental evaluation of a situation that determines our emotional response. If we interpret an event as being significant to our goals or well-being, that appraisal will trigger the physiological changes and the conscious feeling. This highlights that our feelings are not automatic, but are based on the subjective meaning we assign to our environment.

241. (B) 2, 3, 1
Social influences on development typically follow a chronological order as a person grows. The process begins with the family, which provides the first and most foundational social context. Later, educational institutions introduce formal rules and group learning. Finally, during the transition to adulthood, groups of equals become increasingly influential in shaping identity and preferences, reflecting the changing social landscape of a person's life.

242. (A) Emotional appraisal
Motivation is categorized into several types based on their source and purpose. These include biological drives for survival, social motives learned through interaction, and personal goals for achievement. However, the mental evaluation of a situation is a core part of the emotional process rather than a type of motive itself. While they are related, appraisal and motivation serve different roles in human psychology.

243. (C) physiological reactions to stress.
This automatic biological response is designed to prepare the body for survival in the face of a perceived threat. It involves the activation of the sympathetic nervous system, leading to rapid changes like increased heart rate and redirected blood flow. These adjustments provide the energy and alertness needed to either confront the danger, escape from it, or become still to avoid detection.

244. (D) socialization.
Children learn how to behave and express their feelings by watching and imitating the key figures in their lives, especially their parents. This process of learning social norms and behaviors is a core part of growing up within a culture. By observing others, individuals internalize the rules and expectations of their society, which helps them function effectively in various social roles and contexts.

245. (B) Development is stable and unchangeable.
Human development is characterized by several key principles, including its lifelong nature and its multidimensional path. It is also highly plastic, meaning that many abilities and traits can be modified through experience and learning. Therefore, it is incorrect to say that development is a fixed and unchangeable process. Instead, it is a dynamic and continuous journey that involves both growth and adaptation over time.

246. (D) 1, 2 and 3
Various theories offer different perspectives on the complex nature of emotion. Some emphasize the importance of applying mental labels to physical arousal, while others focus on the evaluation of situational meaning as the primary trigger. Additionally, some theories prioritize the role of neural activation levels in determining intensity. Together, these frameworks provide a comprehensive understanding of the cognitive and physiological components of feelings.

247. (C) Homeostasis
This fundamental biological principle refers to the body's tendency to maintain a stable

Click Here to Buy book on Amazon

personal fulfillment and a sense of competence that comes directly from the activity being performed.

266. (A) Lifelong process of gains/losses.
Human development is a continuous and dynamic process that occurs throughout the entire lifespan. It is not just about growth in childhood, but also involves both gains in abilities and losses over time as people age. This principle highlights that development is a multidimensional journey shaped by many different factors and that adaptation and change are constant features of the human experience from beginning to end.

267. (C) reaction to stress.
Automatic physical changes like a fast heartbeat and the release of adrenaline are standard parts of the body's response to a perceived challenge or threat. These shifts are managed by the autonomic nervous system and serve to prepare the person for action. Such responses are key components of the biological experience of being under pressure, representing how our bodies naturally react to environmental demands.

268. (D) Interpretation of meaning.
According to cognitive theories, the specific emotion we feel is determined by our mental evaluation of a situation's significance. Before any feeling occurs, we must first assess whether an event is helpful or harmful to our goals and well-being. This appraisal process is what creates the emotional experience, explaining why our thoughts about an event are what truly decide what we will feel.

269. (C) Moral and social development
A young child's difficulty with sharing is a common part of their early growth in social and ethical areas. Learning to cooperate with others and understand the needs of peers are key tasks in developing social skills and a sense of right and wrong. These early experiences within the family and social groups are foundational for the process of becoming a social being.

270. (D) 1, 2 and 3
Motivational theories offer different explanations for why we act, focusing on both internal pushes to satisfy biological needs and external pulls from environmental rewards. These various perspectives all contribute to our understanding of how behavior is initiated, sustained, and directed toward specific goals. Together, they provide a comprehensive view of the different forces that drive human and animal actions in various situational contexts.

271. (B) P-2, Q-1, R-4, S-3
Different social agents contribute in unique ways to an individual's growth and integration into their culture. Initial settings establish foundational bonds and values, while peer groups provide a space for exploring distinct social identities. Schools offer formal education and rules, and media platforms influence broader cultural attitudes. Together, these entities create a complete social network that helps individuals learn and internalize the expectations of their society.

NODIA

272. (B) basic needs precede higher needs.
A central principle of this hierarchical model is that human motivation is organized in a specific sequence of priority. Individuals must satisfy more fundamental survival and safety needs before they can become concerned with social belonging, self-esteem, or personal growth. This structured approach suggests that the fulfillment of lower-level requirements is generally necessary for the pursuit of higher-level psychological development and self-fulfillment.

273. (C) stress.
The scientific study of how the body's systems react to various demands is a core part of understanding this experience. These reactions involve automatic changes in the nervous and endocrine systems, such as shifts in heart rate and hormone levels. By examining these physical responses, researchers can learn how the body prepares for and handles the pressures and challenges encountered in the environment.

274. (D) adopt confederate's emotion.
This classic experiment showed that when people have unexplained physical arousal, they will search their surroundings for cues to interpret their feelings. If they are in the company of someone who is acting a certain way, they are likely to adopt that same emotional label for themselves. This proved that situational context and cognitive interpretation are essential

describes the subjective feelings and reactions we have to the world. Additionally, concepts like appraisal and principles like plasticity help explain how we respond to demands and how our abilities can change over time throughout life.

257. (C) advanced moral development.
Reasoning based on universal ethical principles rather than simple rules or rewards is a sign of high-level moral understanding. As individuals mature and their thinking becomes more complex, they are better able to consider the broader principles of justice and human rights. This growth in moral reasoning is a key part of an individual's development as a responsible and principled member of society.

258. (D) Schachter-Singer theory
This theory explains why the same level of physical arousal can lead to different emotional experiences. It suggests that we look to the surrounding environment for cues to interpret and label our internal states. If the context is positive, we feel joy; if it is negative, we feel anger. This highlights the crucial role of cognitive interpretation in shaping our specific emotional feelings.

259. (A) a critical period.
The fact that language acquisition is most effective during a specific window in early life illustrates the importance of developmental timing. If the individual is not exposed to language during this sensitive phase, their ability to master it later may be significantly impaired. This concept shows how biological readiness and environmental input must come together at the right time for healthy growth.

260. (B) Biological motive
Certain drives are essential for the survival of the organism and are unlearned, such as the need for food, water, and sleep. These primary requirements are rooted in the body's physiological needs and are common to all members of a species. Because they are based on fundamental biology, they serve as powerful forces that push the individual to act to maintain health and life.

261. (A) Both A and R are true and R is the correct explanation of A.
The experience of stress is not just about the event itself, but how it is mentally evaluated by the individual. Cognitive appraisal processes determine whether a situation is seen as a threat or a challenge. This evaluation is the bridge between the external environment and the internal response, explaining why different people can have varied reactions to the same demanding or challenging situation.

262. (D) Self-actualization
At the highest level of the motivational hierarchy lies the pursuit of personal fulfillment and the realization of one's full potential. This goal involves growth, creativity, and self-discovery. It is only pursued after more basic needs, such as survival, safety, and social connection, have been sufficiently satisfied. This peak of motivation represents the desire to become the most complete and effective version of oneself.

263. (C) acquiring cultural norms.
This term refers to the lifelong process through which individuals learn and internalize the values, skills, and expectations of their community. By growing up within a social environment, people learn how to function effectively and perform their social roles. This learning is essential for fitting into society and ensuring that the traditions and standards of the culture are passed down to future generations.

264. (D) Intensity related to activation.
This theory focuses on the level of physiological arousal in the brain as the primary factor in emotion. It suggests that there is a continuous range of activation that determines how strong a feeling is. By viewing emotions on this continuum, the theory emphasizes the biological energy and alerts as the key component of our emotional experiences and overall state of nervous system activation.

265. (B) Playing piano for enjoyment.
Motivation that comes from within, where the activity itself is inherently rewarding and satisfying, is known as intrinsic. Performing a task for the pure joy of it, without the need for external incentives or rewards, is a clear example of this drive. This type of motivation leads to

Downloaded from www.pdf.tube

and balanced internal environment. When a physiological system deviates from its ideal state, internal mechanisms are activated to return it to equilibrium. This process of maintaining balance is essential for health and survival, as it ensures that critical systems like temperature and energy levels remain within a healthy range.

248. (A) Emotion
A core part of any emotional experience is the internal, subjective feeling that an individual has, such as joy, anger, or fear. This felt quality is what makes emotions distinct from simple physical reflexes or cognitive processes that do not have a conscious feeling component. Understanding these subjective states is essential for studying the multidimensional nature of human experience and how we react to the world.

249. (C) Practicing mindfulness meditation.
Coping strategies are the active, purposeful efforts individuals make to manage the demands of stressful situations. Using techniques like meditation is a behavioral approach intended to lower physical arousal and improve emotional regulation. Unlike automatic biological responses like a fast heartbeat, these are intentional actions taken by the person to reduce distress and maintain their overall physical and psychological health during challenging times.

250. (D) self-actualization.
According to the hierarchical model of motivation, once an individual has satisfied their more basic survival, safety, social, and esteem needs, they are able to focus on the highest level of growth. This involves the pursuit of personal fulfillment and the realization of one's full potential. This drive toward self-discovery and creativity represents the ultimate goal of human motivation and development.

251. (A) Instinct theory
This perspective on motivation was heavily influenced by evolutionary ideas about survival and adaptation. It suggests that certain behaviors are driven by inborn, unlearned biological forces that are common to all members of a species. By focusing on these genetically programmed tendencies, the theory attempts to explain the evolutionary roots of human and animal actions as essential for survival and reproduction over generations.

252. (B) generates physiological arousal.
The nervous system is essential for emotional experience because it manages the involuntary physical changes that accompany feelings. By increasing heart rate and energy mobilization, it prepares the body for action in response to emotional stimuli. This biological component provides the physical sensations of emotion, which are then interpreted by the brain to create the complete subjective experience that an individual feels and identifies.

253. (C) It ends reaching adulthood.
Socialization is the continuous process through which individuals learn and internalize the values and norms of their society. It is a lifelong journey that begins in infancy and continues as people enter new social roles and environments throughout their entire lives. Therefore, it is incorrect to suggest that the process is completed once a person reaches adulthood, as adaptation is always ongoing.

NODIA

254. (D) Eagerness and motivation
According to cognitive theories, how we evaluate a situation determines our emotional response. If we see a challenging task as an opportunity rather than a threat, it can lead to positive feelings of excitement and a drive to perform. This appraisal of situational meaning is what creates our specific emotional state, showing how our thoughts and perspectives shape our experience and behavior.

255. (A) Homeostasis
The concept of maintaining internal biological balance is central to theories that explain motivation as a way to reduce tension. This mechanism ensures that physiological systems return to a stable state after a deficiency is satisfied. While other theories may focus on external rewards or learned goals, the drive toward internal equilibrium is a defining feature of biological models of motivation and survival.

256. (A) P-3, Q-4, R-1, S-2
Different psychological terms describe the various forces and processes that shape human experience. One refers to the internal states that energize and guide behavior, while another

components in identifying and experiencing specific emotions.

275. (A) Drive Theory
This theory focuses on the biological drive to maintain a stable internal state. When a physiological need creates tension, the individual is motivated to engage in behaviors that will satisfy the need and return the body to its ideal balance. This focus on maintaining biological equilibrium through the reduction of internal drives is the core foundation of this particular model of human motivation.

276. (B) principle of development.
The shift in reasoning from outward consequences to internal motivations is a standard part of how our sense of right and wrong matures. This growth reflects the broader developmental principle that cognitive abilities and reasoning skills become more complex and sophisticated as a person grows. This progression allows individuals to make more nuanced moral judgments that consider intent and abstract principles of justice.

277. (C) the "fight-or-flight" response.
This automatic biological reaction occurs when an individual perceives a significant threat. It involves the activation of the sympathetic nervous system, leading to rapid changes like an increased heart rate and energy mobilization. These adjustments are designed to prepare the body to either confront the danger or escape from it, representing a fundamental survival mechanism that is common to many different species.

278. (D) Workplace
While many environments influence a person's behavior, the most fundamental agents of socialization are those that establish basic values and social identities during early growth. These include the family, school, peer groups, and the broader culture. While a person's job also involves learning new rules, it is usually not considered one of the primary social agents responsible for the initial and deepest social learning.

279. (C) Cognitive-Appraisal Theory
According to this theory, the mental evaluation of a situation as being dangerous is what triggers the emotional response and physical arousal. Before we feel fear or notice a racing heart, we must first interpret the stimulus as a threat. This highlights the central role of subjective assessment and personal meaning, showing that our thoughts about the environment are what truly create our feelings.

280. (A) drive; incentive
Human behavior is often driven by both internal and external forces. An internal state of tension caused by a physiological need acts as a push from within. In contrast, an external goal or reward in the environment acts as a pull that attracts behavior toward it. Together, these internal drives and external incentives explain how our actions are initiated and directed toward achieving satisfaction.

281. (A) 3, 4, 1, 2
According to this theory, the process of experiencing an emotion begins with an external event. The individual then evaluates the situation and determines if it represents a threat or a challenge. This mental assessment of meaning is what initiates the specific emotional feeling and the accompanying physiological arousal, emphasizing that our interpretation of an event is the primary determinant of our overall reaction.

282. (B) socialization.
The process of learning to conform to the rules and expectations of social groups is a core part of growing up within a community. By internalizing these norms through interaction with family and peers, individuals learn how to function effectively and fit into their society. This continuous social learning ensures that the values and traditions of the culture are successfully passed down to each person.

283. (B) Lindsley's activation theory
This theory focuses on the level of physiological arousal as the primary factor in distinguishing different emotional states. It views emotions along a continuum of activation, where states like mild contentment are associated with low arousal and intense joy is associated with much higher levels of neural energy. By focusing on these physical changes, the theory explains the intensity of our feelings across various states.

Click Here to Buy book on Amazon

CHAPTER 06
Research Method and Statistics

NODIA

1. Which of the following is the most fundamental characteristic of scientific research?
(A) It is based on personal beliefs and intuition.
(B) It involves a systematic and objective process of inquiry.
(C) Its findings are absolute and never subject to revision.
(D) It primarily relies on anecdotal evidence and testimonials.

2. What is a hypothesis in the context of scientific research?
(A) A tentative statement about the relationship between two or more variables.
(B) A confirmed fact that has been proven true.
(C) A detailed summary of the research findings.
(D) A complex theoretical framework.

3. In an experiment studying the effect of caffeine on memory, the amount of caffeine given to participants is the:
(A) Dependent variable
(B) Control variable
(C) Independent variable
(D) Extraneous variable

4. A researcher selects participants for a study by choosing individuals who are most easily accessible. This is an example of which type of sampling?
(A) Stratified random sampling
(B) Simple random sampling
(C) Cluster sampling
(D) Convenience sampling

5. Consider the following statements about scientific research:
I. Scientific research must be replicable.
II. Scientific findings are considered final and unchangeable.
III. Objectivity is a key goal in the scientific process.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

6. Consider the following statements:
Statement I: A Type I error occurs when a researcher fails to reject a null hypothesis that is actually false.
Statement II: A Type II error occurs when a researcher rejects a null hypothesis that is actually true.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

7. Which of the following is NOT a purpose of experimental design?
(A) To establish a cause-and-effect relationship between variables.
(B) To control for the influence of extraneous variables.
(C) To test a specific hypothesis.
(D) To prove a theory with absolute certainty.

8. A 2x2 factorial design involves:
(A) Two independent variables, each with two levels.
(B) Two dependent variables, each with two levels.
(C) One independent variable with four levels.
(D) Four independent variables, each with two levels.

9. The Pearson product-moment correlation coefficient is most appropriate for measuring the relationship between:
(A) Two dichotomous variables.
(B) Two continuous variables.
(C) Two continuous variables.
(D) Two ranked variables.

293. (C) Instinct theory
This perspective on motivation focuses on inborn, unlearned patterns of behavior that are characteristic of all members of a species. It suggests that certain actions are biologically programmed and occur naturally without the need for experience or learning. By emphasizing these evolutionary roots, the theory attempts to explain the biological foundation of behavior as being essential for survival and successful reproduction over time.

294. (D) Family
The family is the primary agent of socialization where children receive their earliest and most influential social learning. By watching and imitating their parents, children learn basic behaviors, values, and social norms like good manners. This constant interaction in a supportive home environment establishes the foundational habits and expectations that individuals carry with them as they interact with the wider world.

295. (A) Lindsley's activation theory.
This theory focuses on the relationship between the level of physiological arousal and how well an individual can perform a task. It suggests that there is a moderate level of activation that is ideal for efficiency and focus. By viewing arousal along a continuum, the theory explains why being too bored or too anxious can interfere with our ability to achieve the best possible results.

296. (B) Problem-focused
When individuals manage stress by taking direct action to resolve the source of the challenge, they are using a task-oriented approach. Joining a study group to handle a difficult course is a clear example of this strategy. By addressing the underlying demand and using social resources to improve their skills, the person aims to effectively reduce the stress by solving the problem itself.

297. (B) Safety
In the hierarchical model of motivation, the desire for a stable, secure, and predictable environment is a fundamental psychological need. This level involves seeking protection from danger, financial security, and freedom from fear. Satisfying these needs is essential for building a solid foundation, which eventually allows the individual to focus on social connections, self-esteem, and the pursuit of their full personal potential.

298. (D) Statement I is incorrect, but Statement II is correct.
The nervous system plays a broad and essential role in emotional experience. While cognitive centers in the brain process and interpret situational meaning, the autonomic branch is responsible for the involuntary physical changes that occur during arousal, such as heart rate. Both the mental and biological components of the nervous system must work together to create the complete multidimensional experience of an emotion.

NODIA

299. (D) Development is static.
Human development is a dynamic and continuous process characterized by its lifelong nature, multidimensional paths, and significant plasticity. It involves constant change, adaptation, and growth from beginning to end. Therefore, it is incorrect to describe development as being fixed or unchanging. Instead, it is an ongoing journey where individuals are continuously modified by their experiences and their environment throughout their entire life.

300. (C) how we interpret a situation.
These theories place mental processes at the center of emotional experience. They suggest that our feelings are not caused directly by events, but by how we evaluate and assign meaning to those events in relation to our own goals and well-being. This appraisal process is what determines the type and intensity of the emotion we will eventually experience, highlighting the power of subjective thought and interpretation.

284. (A) deciding who is to blame.
Measurable bodily changes like shifts in breathing, heart rate, and skin conductivity are studied as the automatic physical components of an emotional experience. In contrast, evaluating a situation and assigning responsibility or blame is a cognitive process involving mental appraisal. While they often happen together, the physical reactions are distinct from the thinking and interpretation that also occur during an emotional state.

285. (C) self-actualization needs.
The desire to achieve personal fulfillment and reach one's full potential is the highest level of human motivation. Individuals focused on these needs are seeking growth, creativity, and self-discovery, moving beyond basic survival or social goals. This peak of the hierarchy represents the drive to become the most complete version of oneself, pursuing activities that lead to personal fulfillment and the realization of unique talents.

286. (A) Both A and R are true and R is the correct explanation of A.
Human development is a dynamic process that continues throughout the entire lifespan. From beginning to end, individuals go through significant changes in how they think, interact with others, and experience feelings. This view emphasizes that growth and adaptation do not stop after childhood, but are constant features of the human experience as people navigate the different roles and challenges of adulthood and old age.

287. (D) Goal-directed state.
A defining feature of a motive is that it activates behavior and provides a specific aim or purpose for an individual's actions. Rather than being random, these behaviors are organized and sustained toward achieving a particular outcome. This intentionality shows that the motive serves as an internal force that guides and directs energy toward satisfying a need or reaching a specific goal over time.

288. (A) socialization in adult role.
Learning how to function in new positions and handle adult responsibilities is a form of ongoing social learning. As individuals enter different life stages and roles, they must acquire new skills and internalize the expectations associated with those roles. This continuous process shows that socialization is not just for children, but is a lifelong journey of adaptation and learning within various social and professional contexts.

289. (B) Seeking information.
Coping strategies are the active efforts made by individuals to manage the demands of a stressful situation. Actively looking for more information about a challenge is a task-oriented approach that helps the person understand the problem and decide how to act. Unlike automatic biological responses or emotional feelings, this is a purposeful behavioral strategy used to reduce uncertainty and effectively handle the source of the stress.

290. (C) cognitive interpretation.
The major contribution of this theory was the idea that physical arousal alone is not enough to create an emotion. Instead, individuals must use their thoughts to interpret and label their physical sensations based on situational cues. This integration of body and mind proved that how we think about our environment is an essential part of how we experience and identify specific emotional states.

291. (A) P-2, Q-4, R-1, S-3
Different psychological terms describe the various forces that initiate behavior and the reactions we have to environmental demands. These range from inborn biological drives and social motives learned through interaction to subjective emotional states and the overall response to being under pressure. Each of these examples illustrates a different way that our internal and cognitive processes work together to shape our daily experiences and actions.

292. (B) Contextualism
This principle of development states that growth is influenced by the specific environment and historical era in which a person lives. The timing of events and the broad social circumstances of the time can significantly alter an individual's opportunities and life path. By recognizing these situational factors, psychologists can better understand how development is shaped by both personal experiences and the wider world around us.

Downloaded from www.pdf.tube

10. Match List I with List II and select the correct option.
List I: (Concept)
P. Independent Variable
Q. Null Hypothesis
R. Type I Error
S. Population
List II: (Description)
1. The entire group of interest to the researcher
2. The variable that is manipulated by the researcher
3. Rejecting a true null hypothesis
4. A statement of 'no effect' or 'no difference'
(A) P-2, Q-4, R-3, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-3, R-4, S-1
(D) P-4, Q-1, R-2, S-3

11. What is the primary purpose of a t-test for uncorrelated samples?
(A) To compare the means of two related groups on the same measure.
(B) To measure the strength and direction of the relationship between two variables.
(C) To analyze the variance between three or more groups.
(D) To compare the means of two independent groups on a particular measure.

12. The defining characteristic of a true experimental design that distinguishes it from a quasi-experimental design is:
(A) The presence of a control group.
(B) The random assignment of participants to groups.
(C) The manipulation of an independent variable.
(D) The use of statistical analysis.

13. A researcher predicts that "students who use the new study app will have higher exam scores than students who do not." This is an example of a:
(A) Null hypothesis
(B) Non-directional hypothesis
(C) Directional hypothesis
(D) Theoretical hypothesis

14. In a study, a researcher measures participants' anxiety levels (low, medium, high) and their performance on a complex task. Anxiety level is which type of variable?
(A) A dependent variable
(B) A continuous variable
(C) A confounding variable
(D) An independent variable

NODIA

15. Arrange the following steps of hypothesis testing in the correct chronological order:
I. Collect data.
II. State the null and alternative hypotheses.
III. Make a statistical decision.
IV. Calculate the test statistic.
(A) II, I, IV, III
(B) I, II, III, IV
(C) II, IV, I, III
(D) IV, II, I, III

16. Which of the following best defines a Type II error?
(A) Rejecting the null hypothesis when it is true.
(B) Failing to reject the null hypothesis when it is false.
(C) Rejecting the alternative hypothesis when it is true.
(D) Failing to reject the alternative hypothesis when it is false.

17. Which statement about a one-way ANOVA is incorrect?
(A) It is used to compare the means of two or more groups.
(B) It can only be used if there are exactly three groups.
(C) It involves one independent variable with multiple levels.
(D) It partitions the total variance into between-group and within-group variance.

18. Point-biserial correlation is used to calculate the relationship between:
(A) One continuous variable and one naturally dichotomous variable.
(B) Two artificially dichotomous variables.
(C) Two naturally dichotomous variables.
(D) One continuous variable and one artificially dichotomous variable.

19. A correlated samples t-test is also known as a:
(A) Independent samples t-test

Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

62. A researcher wants to ensure that known extraneous variables are equally distributed across experimental and control groups. Which control technique would be most appropriate?
(A) Randomization
(B) Elimination
(C) Counterbalancing
(D) Matching

63. The statement "Intelligence is defined as the score obtained on the Wechsler Adult Intelligence Scale" is an example of a(n):
(A) Operational definition
(B) Hypothesis
(C) Theoretical definition
(D) Research question

64. The primary drawback of non-probability sampling methods is:
(A) They are more expensive and time-consuming.
(B) The findings may not be generalizable to the population.
(C) They require a complete list of the population.
(D) They are too complex to implement correctly.

65. Consider the following statements about errors in hypothesis testing:
I. The probability of a Type I error is equal to the significance level (alpha).
II. A Type II error is also known as a false positive.
III. Increasing sample size can help reduce the probability of a Type II error.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

66. In a two-way ANOVA, we can test for:
(A) Two main effects and one interaction effect.
(B) One main effect and one interaction effect.
(C) Two interaction effects and one main effect.
(D) Only two main effects.

67. Which of the following scenarios is most suitable for using a t-test for uncorrelated samples?
(A) Comparing students' pre-test and post-test scores after a new teaching intervention.
(B) Assessing the change in cholesterol levels of patients after a six-month diet plan.
(C) Comparing the average reaction times of a group of pilots and a group of non-pilots.
(D) Comparing the problem-solving scores of siblings.

68. Biserial correlation assumes that the dichotomized variable has an underlying:
(A) Normal distribution
(B) Categorical nature
(C) Flat distribution
(D) Skewed distribution

69. What is the defining feature of a pre-experimental design?
(A) The use of randomization and a control group.
(B) The manipulation of two or more independent variables.
(C) The lack of a control group or randomization.
(D) The use of longitudinal data collection.

70. Match List I with List II and select the correct option.
List I: (Research Term)
P. Type II Error
Q. Control Variable
R. Non-directional Hypothesis
S. Experimental Design
List II: (Definition/Example)
1. States a difference exists but not the direction
2. A plan for conducting an experiment to establish causality
3. Failing to reject a false null hypothesis
4. A variable kept constant to prevent it from affecting the outcome
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

Click Here to Buy book on Amazon

IQ scores and academic grades.
(D) When comparing the average income of men and women in a company.

29. The probability of making a Type I error is denoted by:
(A) β (beta)
(B) ρ (rho)
(C) α (alpha)
(D) μ (mu)

30. Which of the following is NOT a characteristic of a good hypothesis?
(A) It should be testable and falsifiable.
(B) It should be stated clearly and unambiguously.
(C) It should be based on existing theory or observations.
(D) It should be complex and difficult to understand.

31. Consider the following statements:
Statement I: The independent variable is the variable that is measured in an experiment.
Statement II: The dependent variable is the variable that is manipulated by the researcher.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

32. The process of dividing a population into subgroups and then randomly selecting samples from each subgroup is called:
(A) Cluster sampling
(B) Stratified sampling
(C) Systematic sampling
(D) Simple random sampling

33. Which of the following represents the main goal of scientific research in psychology?
(A) To confirm popular opinions and beliefs.
(B) To describe, explain, predict, and control behavior and mental processes.
(C) To provide therapeutic advice and counseling.
(D) To create unproven theories about the human mind.

34. A one-way ANOVA is used when there is:
(A) One independent variable with two or more levels.
(B) One independent variable with two levels.
(C) Two independent variables, each with two levels.
(D) One dependent variable and two independent variables.

NODIA

35. Consider the following statements about a t-test:
I. It is used to compare variances between two groups.
II. A correlated samples t-test is used for independent groups.
III. It assumes that the data are normally distributed.
Which of the statements given above is/are correct?
(A) III only
(B) I and II only
(C) II and III only
(D) I, II and III

36. Biserial correlation is used when one variable is continuous and the other is:
(A) A true, natural dichotomy.
(B) Also continuous.
(C) A categorical variable with multiple levels.
(D) An artificial dichotomy created from a continuous variable.

37. A researcher conducts an experiment and finds a statistically significant result. This means:
(A) The result has important practical implications.
(B) The null hypothesis has been proven to be true.
(C) The result is unlikely to have occurred by chance.
(D) The study was free from any errors.

38. The 'nature' of experimental design primarily refers to its ability to:
(A) Survey large populations.
(B) Manipulate variables to infer causality.
(C) Explore historical trends.
(D) Describe phenomena in their natural setting.

39. The relationship between Type I error (α) and Type II error (β) is such that, all else being equal:
(A) Decreasing α will also decrease β.

(B) Increasing α will also increase β.
(C) α and β are unrelated.
(D) Decreasing α will increase β.

40. Match List I with List II and select the correct option.
List I: (Correlation Type)
P. Product-moment
Q. Point-biserial
R. Biserial
S. Tetrachoric
List II: (Variable Types)
1. Continuous and Natural Dichotomy (e.g., test score and gender)
2. Two Artificially Dichotomized (e.g., pass/fail on two exams)
3. Two Continuous (e.g., height and weight)
4. Continuous and Artificial Dichotomy (e.g., test score and pass/fail)
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-4, S-2
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-1, R-2, S-3

41. In research, a variable that is not part of the study but could potentially influence the dependent variable is called:
(A) An independent variable
(B) A dependent variable
(C) An extraneous variable
(D) A constant variable

42. Which of the following statements about sampling is correct?
(A) Sampling is the process of selecting a subset of a population for a study.
(B) A sample is always a perfect representation of the population.
(C) The larger the sample, the less it represents the population.
(D) Non-probability sampling is always superior to probability sampling.

43. An "alternative hypothesis" (H_1) is a statement that:
(A) Proposes there is no relationship between variables.
(B) Is the same as the null hypothesis.
(C) Is used only when the null hypothesis is accepted.
(D) Proposes there is a relationship or difference between variables.

44. Which of the following is a method for controlling extraneous variables?
(A) Increasing the sample size
(B) Randomization
(C) Using a complex statistical test
(D) Ignoring their potential effect

45. A researcher wants to compare the effectiveness of three different therapy types for depression. The most appropriate statistical test to analyze the data would be:
(A) A t-test for correlated samples.
(B) A t-test for uncorrelated samples.
(C) A one-way ANOVA.
(D) A product-moment correlation.

46. In a 2x2 factorial design, how many conditions or groups are there in total?
(A) 2
(B) 3
(C) 8
(D) 4

47. The significance level, or alpha (α), is conventionally set at what value in social sciences research?
(A) 0.05
(B) 0.50
(C) 0.01
(D) 1.00

48. A researcher finds a correlation coefficient of r = +0.85 between two variables. This indicates a:
(A) Weak positive relationship.
(B) Strong positive relationship.
(C) Strong negative relationship.
(D) No relationship.

49. Which of the following is an example of an uncorrelated sample?
(A) Measuring employees' job satisfaction before and after a pay raise.
(B) Comparing the math scores of a group of male students and a group of female students.
(C) Comparing the reading scores of twins.
(D) Measuring a patient's blood pressure in the morning and evening.

Downloaded from www.pdf.tube

50. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): In a 2x2 factorial design, it is possible to assess the interaction effect between two independent variables.
Reason (R): Factorial designs allow for the examination of how the effect of one independent variable may depend on the level of another independent variable.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

51. The principle of 'empiricism' in scientific research means that knowledge is primarily derived from:
(A) Logical reasoning and deduction.
(B) Authoritative sources and texts.
(C) Observation and experimentation.
(D) Intuition and personal insight.

52. What type of hypothesis is "There is no relationship between hours of sleep and academic performance"?
(A) Directional
(B) Non-directional
(C) Causal
(D) Null

53. If a variable can take any value within a given range, it is called a:
(A) Discrete variable
(B) Categorical variable
(C) Continuous variable
(D) Dichotomous variable

54. If a researcher divides the population by city and then randomly selects 10 cities to survey, this is an example of:
(A) Stratified sampling
(B) Cluster sampling
(C) Quota sampling
(D) Systematic sampling

55. Failing to reject a false null hypothesis is also known as a:
(A) Correct decision
(B) Type I error
(C) Sampling error
(D) Type II error

56. The main advantage of a factorial design over a single-factor experiment is that it:
(A) Allows for the study of interaction effects.
(B) Is simpler to conduct.
(C) Requires fewer participants.
(D) Eliminates the need for a control group.

NODIA

57. Two-way ANOVA is used when the research design involves:
(A) Two dependent variables.
(B) One independent variable with two levels.
(C) Two independent variables.
(D) Two correlated samples.

58. Which correlation coefficient should be used to measure the relationship between a student's rank in class and their rank in a sports competition?
(A) Spearman's rank-order correlation
(B) Product-moment correlation
(C) Point-biserial correlation
(D) Biserial correlation

59. A "correlated sample" in the context of a t-test refers to a situation where:
(A) The two groups being compared are completely independent.
(B) The data shows a strong correlation with a third variable.
(C) The samples are drawn from different populations.
(D) The scores in one group are related to the scores in the other group.

60. All of the following are types of experimental designs EXCEPT:
(A) Pre-experimental design
(B) Correlational design
(C) True experimental design
(D) Quasi-experimental design

61. Consider the following statements:
Statement I: The purpose of experimental design is to maximize internal validity.
Statement II: Internal validity refers to the extent to which research findings can be generalized to other populations and settings.

(B) One-sample t-test
(C) Paired samples t-test
(D) ANOVA

20. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Random sampling is crucial for the generalizability of research findings.
Reason (R): Random sampling ensures that every member of the population has an equal and independent chance of being selected, thus creating a representative sample.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

21. What is meant by 'control' in the context of experimental research?
(A) The group that receives the experimental treatment.
(B) The process of manipulating the dependent variable.
(C) The methods used to minimize the influence of extraneous variables.
(D) The statistical analysis of the results.

22. A researcher is interested in the reading habits of all university students in India. The entire group of university students in India constitutes the:
(A) Sample
(B) Population
(C) Control group
(D) Experimental group

23. Which of the following is a key purpose of a literature review in scientific research?
(A) To provide a long list of all published works in a field.
(B) To demonstrate the researcher's writing skills.
(C) To prove that the researcher's hypothesis is correct before conducting the study.
(D) To identify gaps in current knowledge and formulate a research question.

24. A null hypothesis (H_0) for a study comparing two groups would typically state that:
(A) There is no difference between the means of Group 1 and Group 2.
(B) The mean of Group 1 is greater than the mean of Group 2.
(C) The mean of Group 1 is different from the mean of Group 2.
(D) The experiment will be successful.

25. A researcher wants to study the long-term effects of a preschool program on academic achievement. She compares a group of children who attended the program with a group who did not. However, she cannot randomly assign them to these groups. This type of study is best described as:
(A) A true experimental design
(B) A pre-experimental design
(C) A quasi-experimental design
(D) A correlational study

26. In a 2x2 factorial design, an interaction effect occurs when:
(A) The effect of one independent variable on the dependent variable depends on the level of the other independent variable.
(B) Both independent variables have a significant effect on the dependent variable.
(C) Neither independent variable has a significant effect on the dependent variable.
(D) The main effects are stronger than the effect of the control group.

27. Tetrachoric correlation is appropriate for measuring the association between:
(A) Two continuous variables.
(B) One continuous and one dichotomous variable.
(C) Two variables measured on an ordinal scale.
(D) Two artificially dichotomized variables that are assumed to have an underlying continuous distribution.

28. When is a t-test for correlated samples the most appropriate statistical test?
(A) When comparing the test scores of two different classes of students.
(B) When comparing employees' productivity before and after a training program.
(C) When examining the relationship between

Click Here to Buy book on Amazon

71. A variable that systematically varies along with the independent variable and can influence the dependent variable is called a:
(A) Control variable
(B) Dependent variable
(C) Random variable
(D) Confounding variable

72. If every 10th person on a list is chosen for a sample, what type of sampling is being used?
(A) Systematic sampling
(B) Simple random sampling
(C) Stratified sampling
(D) Cluster sampling

73. The 'significance of difference between means' helps a researcher decide:
(A) The practical importance of the research findings.
(B) The strength of the relationship between two continuous variables.
(C) If the observed difference between group means is likely due to sampling error or a real effect.
(D) The overall quality of the experimental design.

74. A 2x2 factorial design is a type of:
(A) True experimental design
(B) Pre-experimental design
(C) Correlational study
(D) Case study

75. Arrange the historical development of the following statistical techniques in chronological order from earliest to latest:
I. Product-moment correlation (Pearson)
II. t-test (Student/Gosset)
III. Analysis of Variance (ANOVA) (Fisher)
IV. Tetrachoric correlation (Pearson)
(A) I, IV, II, III
(B) II, I, III, IV
(C) I, II, IV, III
(D) IV, I, II, III

76. If a researcher rejects a null hypothesis when the significance level is $p < .01$, this means:
(A) The finding is not statistically significant.
(B) There is a 1% chance that the null hypothesis is actually true.
(C) A Type II error has been made.
(D) There is a 99% chance that the alternative hypothesis is false.

77. The F-ratio in an ANOVA is a ratio of:
(A) Within-group variance to between-group variance.
(B) The largest group mean to the smallest group mean.
(C) Between-group variance to within-group variance.
(D) The number of groups to the total number of participants.

78. The value of a product-moment correlation coefficient ranges from:
(A) 0 to +1.00
(B) -1.00 to 0
(C) 0 to 100
(D) -1.00 to +1.00

79. The purpose of controlling variables is primarily to enhance:
(A) Internal validity
(B) External validity
(C) Construct validity
(D) Statistical conclusion validity

80. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): A t-test for correlated samples is generally more powerful than a t-test for uncorrelated samples, assuming the same number of participants.
Reason (R): The correlated samples t-test reduces the error variance by accounting for individual differences between participants, which are treated as error in the uncorrelated samples test.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

81. Which pair of variables is suitable for a point-biserial correlation?
(A) Height and weight.
(B) Gender (Male/Female) and score on a depression inventory.

Downloaded from www.pdf.tube

variables.
II. They are more efficient than conducting separate experiments for each independent variable.
III. A primary advantage is the ability to test for interaction effects.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

126. A researcher concludes that a new medication is effective, but in reality, it has no effect. This is an example of a:
(A) Type I error
(B) Type II error
(C) Correct decision
(D) Sampling bias

127. If an experiment has high internal validity, it means that:
(A) The results can be generalized to a wide range of situations.
(B) The researcher is confident that the independent variable caused the change in the dependent variable.
(C) The measures used in the study accurately reflect the constructs they are supposed to measure.
(D) The study can be easily replicated by other researchers.

128. What does a non-significant result in a t-test suggest?
(A) The two groups are identical in every way.
(B) The observed difference between the group means could plausibly be due to chance.
(C) The null hypothesis is definitively true.
(D) The research design was flawed.

129. To calculate the correlation between a student's score on a test (a continuous variable) and whether they passed or failed the course (a true dichotomy), one should use:
(A) Biserial correlation
(B) Tetrachoric correlation
(C) Point-biserial correlation
(D) Product-moment correlation

130. Match List I with List II and select the correct option.
List I: (Scenario)
P. Comparing memory scores before and after a training program.
Q. Comparing average income across three different professions.
R. Examining the relationship between hours of study and exam percentage.
S. Comparing the attitudes of a group of arts students and a group of science students.
List II: (Appropriate Statistic)
1. Product-moment correlation
2. Independent samples t-test
3. Paired samples t-test
4. One-way ANOVA
(A) P-3, Q-4, R-1, S-2
(B) P-2, Q-4, R-1, S-3
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

131. Which of the following hypotheses is NOT testable in its current form?
(A) Individuals who exercise daily have lower levels of stress than those who do not.
(B) Good people have more positive life experiences than bad people.
(C) A new drug will reduce blood pressure in patients with hypertension.
(D) Students who attend lectures have higher grades than those who do not.

132. The process of holding a potential extraneous variable at a constant level across all conditions of an experiment is called:
(A) Randomization
(B) Constancy
(C) Matching
(D) Elimination

133. Which sampling method is a non-probability technique?
(A) Simple Random Sampling
(B) Stratified Sampling
(C) Purposive Sampling
(D) Cluster Sampling

NODIA

134. Decreasing the alpha level from .05 to .01 results in:
(A) A lower risk of both Type I and Type II errors.

gender and political preference.
(D) When measuring the relationship between exam score and hours of study.

93. A one-way ANOVA yields a significant F-ratio. What is the next logical step?
(A) Conclude that all groups are different from each other.
(B) Re-run the analysis with a t-test.
(C) Conduct post-hoc tests to determine which specific group means differ.
(D) Accept the null hypothesis.

94. Which of the following is a key assumption for an independent samples t-test?
(A) The samples must be of equal size.
(B) The two samples must be related or paired.
(C) The data must be measured on a nominal scale.
(D) The variances of the two groups should be approximately equal (homogeneity of variance).

95. Consider the following statements about variables:
I. An independent variable is presumed to cause a change in the dependent variable.
II. A dependent variable is the outcome measured by the researcher.
III. Control variables are intentionally manipulated to see their effect.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

96. The scientific method is a process that is best described as:
(A) Linear and rigid
(B) Cyclical and self-correcting
(C) Random and intuitive
(D) Final and absolute

97. A hypothesis that states "There will be a difference in test scores between students who meditate and those who do not" is:
(A) A null hypothesis
(B) A non-directional alternative hypothesis
(C) A directional alternative hypothesis
(D) An untestable hypothesis

98. A 'sample' is defined as:
(A) The entire group of individuals that a researcher is interested in.
(B) A specific research method.
(C) A subset of a population selected for a study.
(D) A type of experimental design.

99. An alpha level of 0.05 indicates:
(A) A 5% chance of making a Type II error.
(B) A 5% risk of rejecting the null hypothesis when it is actually true.
(C) A 95% chance that the research hypothesis is correct.
(D) That the results are practically significant.

100. Match List I with List II and select the correct option.
List I: (Statistical Test)
P. t-test for correlated samples
Q. One-way ANOVA
R. Point-biserial correlation
S. t-test for uncorrelated samples
List II: (Research Question)
1. Are the mean test scores different for a sample of boys and a sample of girls?
2. What is the relationship between gender (male/female) and test score?
3. Are the mean test scores different among three different teaching methods (A, B, C)?
4. Is there a difference in participants' anxiety scores before and after a relaxation exercise?
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-4, Q-1, R-3, S-2
(D) P-2, Q-3, R-4, S-1

101. Which of these is a defining characteristic of a true experiment?
(A) Surveying a large population.
(B) Observing subjects in their natural environment.
(C) Manipulation of an independent variable and random assignment.
(D) Analyzing existing data records.

102. In a 3x3 factorial design, how many independent variables are there?
(A) 2
(B) 3
(C) 6
(D) 9

Click Here to Buy book on Amazon

III. True experimental design
(A) I, II, III
(B) III, II, I
(C) II, I, III
(D) I, III, II

146. In ANOVA, "between-group variance" refers to the variation in scores:
(A) Due to individual differences within each group.
(B) Due to the experimental manipulation or treatment.
(C) That cannot be explained by the experiment.
(D) That is also known as error variance.

147. A researcher wants to measure the association between two variables, both of which are measured on an ordinal (rank) scale. The most appropriate correlation coefficient would be:
(A) Spearman's rho
(B) Pearson's r
(C) Point-biserial
(D) Biserial

148. For a t-test comparing the means of two independent groups of 25 participants each, the degrees of freedom would be:
(A) 24
(B) 48
(C) 49
(D) 50

149. Scientific knowledge is considered to be tentative, which means:
(A) It is subject to change in light of new evidence.
(B) It is unreliable and should not be trusted.
(C) It is based on guesswork.
(D) It is only applicable in a few specific situations.

150. Which statement regarding variables is incorrect?
(A) The independent variable is manipulated by the researcher.
(B) A control variable is allowed to vary freely in an experiment.
(C) The dependent variable is the measured outcome.
(D) An extraneous variable could potentially influence the dependent variable.

151. Consider the following statements:
Statement I: Simple random sampling guarantees a perfectly representative sample.
Statement II: Convenience sampling is a form of probability sampling.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

152. Rejecting a true null hypothesis is a _____, while failing to reject a false null hypothesis is a _____.
(A) Type I error; Type II error
(B) Type II error; Type I error
(C) Sampling error; Measurement error
(D) Measurement error; Sampling error

NODIA

153. A Solomon Four-Group Design is a type of true experimental design that is specifically intended to control for:
(A) The effects of history.
(B) The effects of maturation.
(C) The effects of the pre-test.
(D) The effects of multiple treatments.

154. What is the key statistical question answered by a one-way ANOVA?
(A) Is there a significant relationship between two variables?
(B) Is there a significant difference between the means of two groups?
(C) Is there a significant difference somewhere among the means of three or more groups?
(D) Is there a significant interaction between two independent variables?

155. Consider the following statements about correlation:
I. A correlation of +1.00 represents a perfect positive relationship.
II. A correlation of 0.00 means there is absolutely no relationship of any kind between the variables.
III. Correlation is a necessary but not sufficient condition for causation.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only

115. A paired-samples t-test is used when the measurements are taken from:
(A) The same group of subjects at two different times.
(B) Two separate, independent groups.
(C) Three or more different groups.
(D) A single sample and a known population mean.

116. Which of the following is a defining feature of a quasi-experimental design?
(A) It does not involve manipulation of any variables.
(B) It involves manipulation of the independent variable but lacks random assignment.
(C) It requires at least three independent variables.
(D) It uses a correlational approach to data analysis.

117. Consider the following statements:
Statement I: In a two-way ANOVA, it is possible to find significant main effects but no significant interaction effect.
Statement II: In a two-way ANOVA, it is possible to find a significant interaction effect but no significant main effects.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

118. Which statement about the t-distribution is incorrect?
(A) It is symmetrical and bell-shaped, similar to the normal distribution.
(B) It has heavier tails than the normal distribution.
(C) As the degrees of freedom increase, the t-distribution approaches the normal distribution.
(D) It is a single, fixed distribution regardless of sample size.

119. A researcher measures the relationship between two variables: marital status (married/single/divorced) and life satisfaction score (a continuous measure). Which statistical test is most appropriate?
(A) t-test
(B) Product-moment correlation
(C) ANOVA
(D) Chi-square test

120. Which of the following scenarios is an example of correlated samples?
(A) Comparing the exam scores of students from two different schools.
(B) Comparing the blood pressure of a group of patients before and after taking a medication.
(C) Comparing the salaries of male and female employees in a company.
(D) Comparing the political attitudes of residents from two different states.

121. The main difference between biserial and point-biserial correlation lies in:
(A) The nature of the continuous variable.
(B) The sample size required.
(C) The direction of the relationship.
(D) The nature of the dichotomous variable.

122. Replicability is a crucial aspect of scientific research because it:
(A) Ensures the research is published in a top journal.
(B) Allows other researchers to verify the findings.
(C) Guarantees that the hypothesis is correct.
(D) Makes the research more interesting to the public.

123. A variable like 'temperature in Celsius' is an example of what kind of variable?
(A) Nominal
(B) Ordinal
(C) Continuous
(D) Independent

124. The difference between a sample statistic (e.g., sample mean) and the corresponding population parameter (e.g., population mean) is known as:
(A) Type I error
(B) Type II error
(C) Experimental error
(D) Sampling error

125. Consider the following statements about factorial designs:
I. They can only have two independent

Downloaded from www.pdf.tube

103. If a study finds no significant difference between the means of two groups, the researcher should:
(A) Automatically accept the null hypothesis.
(B) Fail to reject the null hypothesis.
(C) Reject the alternative hypothesis.
(D) Conclude that the treatment had no effect.

104. Which correlation is designed for a situation where one variable is continuous and the other has been artificially dichotomized?
(A) Product-moment
(B) Tetrachoric
(C) Biserial
(D) Point-biserial

105. "Degrees of freedom" in the context of a t-test relate to:
(A) The number of variables in the study.
(B) The number of participants that are 'free to vary' after certain parameters have been estimated.
(C) The strength of the experimental manipulation.
(D) The number of hypotheses being tested.

106. Which of the following does NOT belong to the nature of scientific research?
(A) Objectivity
(B) Empiricism
(C) Replicability
(D) Dogmatism

107. A researcher hypothesizes that a new drug will improve memory. This is a:
(A) Null hypothesis
(B) Directional hypothesis
(C) Non-directional hypothesis
(D) Correlational hypothesis

108. Which type of variable is 'gender' (coded as 1 for male, 2 for female)?
(A) Continuous
(B) Dependent
(C) Categorical (or Nominal)
(D) Control

109. If a population is highly heterogeneous, which sampling technique is most effective for ensuring representation of all subgroups?
(A) Simple random sampling
(B) Convenience sampling
(C) Stratified random sampling
(D) Snowball sampling

110. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Controlling extraneous variables is a primary concern in experimental research.
Reason (R): Uncontrolled extraneous variables can become confounding variables, providing alternative explanations for the results and threatening internal validity.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

NODIA

111. What is the power of a statistical test?
(A) The probability of making a Type I error.
(B) The probability of making a Type II error.
(C) The probability of accepting a true null hypothesis.
(D) The probability of correctly rejecting a false null hypothesis.

112. The "purpose" of experimental design can be best summarized as the determination of:
(A) Causality
(B) Correlation
(C) Association
(D) Description

113. A study investigates the effects of sleep deprivation (4 hours vs. 8 hours) and caffeine intake (0mg vs. 200mg) on reaction time. This is a:
(A) Correlational study
(B) 4x2 factorial design
(C) 2x2 factorial design
(D) One-way ANOVA design

114. A correlation of r = -0.70 between variable A and variable B indicates that:
(A) As A increases, B increases.
(B) There is no relationship between A and B.
(C) A causes B to decrease.
(D) As A increases, B decreases.

(B) A higher risk of both Type I and Type II errors.
(C) A higher risk of Type I error and a lower risk of Type II error.
(D) A lower risk of Type I error and a higher risk of Type II error.

135. A "one-shot case study" (a single group is measured only once after a treatment) is an example of what type of design?
(A) True experimental
(B) Quasi-experimental
(C) Pre-experimental
(D) Factorial

136. In a two-way ANOVA, the number of F-ratios calculated is typically:
(A) One
(B) Two
(C) Three
(D) Four

137. Which of the following is a limitation of the correlational method?
(A) It cannot be used with continuous data.
(B) It is more expensive than experimental methods.
(C) It can only be used with very small samples.
(D) It cannot establish cause-and-effect relationships.

138. Which condition would make a correlated samples t-test appropriate?
(A) Comparing the heights of men and women.
(B) Comparing the test scores of students matched on IQ.
(C) Comparing the effectiveness of two different drugs on two different groups of patients.
(D) Comparing the voting preferences in two different cities.

139. The term "scientific" in scientific research implies that the inquiry is:
(A) Based on a systematic, empirical, and controlled process.
(B) Conducted only in a laboratory setting.
(C) Complex and only understandable by experts.
(D) Focused on discovering absolute, unchanging truths.

140. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Quasi-experimental designs are often used in real-world settings where random assignment is not feasible.
Reason (R): Because they lack random assignment, quasi-experimental designs have lower internal validity than true experimental designs.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

141. The variable that is presumed to be the 'effect' in a cause-effect relationship is the:
(A) Independent variable
(B) Dependent variable
(C) Extraneous variable
(D) Control variable

142. A major purpose of hypothesis testing is to:
(A) Make a decision about a population based on sample data.
(B) Prove the research hypothesis.
(C) Calculate the mean of a sample.
(D) Select a representative sample.

143. Which of the following is the best example of a population?
(A) 200 students selected for a study at Delhi University.
(B) All individuals diagnosed with schizophrenia in India.
(C) The experimental group in a drug trial.
(D) The first 50 people who respond to a survey.

144. The statistical power of a study is decreased by:
(A) Increasing the sample size.
(B) Using a more reliable measurement tool.
(C) Increasing the alpha level.
(D) Having a very small effect size in the population.

145. Arrange the following research designs in order of increasing internal validity:
I. Pre-experimental design
II. Quasi-experimental design

Click Here to Buy book on Amazon

167. One of the main threats to the validity of a pre-experimental design is the:
(A) Inability to manipulate the independent variable.
(B) Lack of a comparison group, making it hard to rule out alternative explanations.
(C) Complexity of the statistical analysis required.
(D) Difficulty in recruiting a large enough sample.

168. The difference between the highest and lowest scores in a distribution is known as the:
(A) Range
(B) Variance
(C) Standard deviation
(D) Mode

169. What is the primary difference between a hypothesis and a theory?
(A) A hypothesis is a specific, testable prediction, while a theory is a broader, well-substantiated explanation.
(B) A hypothesis is a guess, while a theory is a proven fact.
(C) A hypothesis is used in science, while a theory is used in humanities.
(D) There is no difference; the terms are interchangeable.

170. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): In ANOVA, if the between-group variance is much larger than the within-group variance, the resulting F-ratio will be large.
Reason (R): A large F-ratio suggests that the differences between the group means are larger than what would be expected by chance alone.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

171. A confounding variable is a special type of extraneous variable that:
(A) Is held constant by the researcher.
(B) Varies systematically with the independent variable.
(C) Is completely unrelated to the study's outcome.
(D) Is the same as the dependent variable.

172. The generalizability of research findings to a larger population is referred to as:
(A) Internal validity
(B) External validity
(C) Construct validity
(D) Content validity

173. If the null hypothesis is H_0: $\mu_1 = \mu_2$, then the non-directional alternative hypothesis is:
(A) H_1: $\mu_1 > \mu_2$
(B) H_1: $\mu_1 \neq \mu_2$
(C) H_1: $\mu_1 < \mu_2$
(D) H_1: $\mu_1 \approx \mu_2$

174. Increasing the sample size of a study generally leads to:
(A) An increase in statistical power.
(B) An increase in the risk of a Type I error.
(C) A decrease in statistical power.
(D) An increase in the risk of a Type II error.

175. A within-subjects experimental design is one in which:
(A) Different subjects are used in each condition.
(B) The same subjects are used in all conditions.
(C) The experiment is conducted within a laboratory.
(D) The design has high external validity.

176. Which of the following is NOT a standard type of correlation used in scientific research?
(A) Biserial
(B) Partial
(C) Tetrachoric
(D) Product movement

177. A two-way ANOVA is preferable to two separate one-way ANOVAs because:
(A) It requires fewer participants.
(B) It can identify interaction effects between the independent variables.
(C) It is simpler to calculate by hand.
(D) It has fewer assumptions.

178. What does "significance of difference between means" refer to?
(A) The practical importance of the difference.

NODIA

(D) I, II and III

156. In an analysis of variance (ANOVA), the term "sum of squares" refers to:
(A) The average variance of the groups.
(B) The sum of the squared deviations from a mean.
(C) The number of groups squared.
(D) The significance level of the test.

157. A researcher is studying the effect of a new teaching method. She tests the students before the new method is introduced and then again after. To compare the scores, she should use:
(A) A t-test for uncorrelated samples.
(B) A t-test for correlated samples.
(C) A one-way ANOVA.
(D) A chi-square test.

158. The 'nature' of an experimental design includes all of the following elements EXCEPT:
(A) Manipulation of an independent variable.
(B) Control of extraneous variables.
(C) Measurement of a dependent variable.
(D) Guaranteeing the external validity of the results.

159. A "good" hypothesis should be:
(A) Vague and general
(B) Testable and precise
(C) Stated in a way that makes it impossible to refute
(D) Based on the researcher's personal opinion

160. Match List I with List II and select the correct option.
List I: (Error/Decision)
P. Type I Error
Q. Type II Error
R. Correct Rejection
S. Correct Retention
List II: (Situation)
1. Null hypothesis is false, and it is rejected.
2. Null hypothesis is true, and it is not rejected.
3. Null hypothesis is true, but it is rejected.
4. Null hypothesis is false, but it is not rejected.
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-2, S-1
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-3, R-1, S-2

161. A variable that is measured using categories like "low," "medium," and "high" is an example of a(n):
(A) Nominal variable
(B) Ordinal variable
(C) Interval variable
(D) Ratio variable

162. Snowball sampling is a non-probability sampling technique that is particularly useful for studying:
(A) The general population.
(B) Hidden or hard-to-reach populations.
(C) Easily accessible groups.
(D) Large, geographically dispersed populations.

NODIA

163. The purpose of a control group in an experiment is to:
(A) Provide a baseline against which the effect of the treatment can be measured.
(B) Receive a special, more intense version of the treatment.
(C) Help the researcher control the independent variable.
(D) Ensure the external validity of the study.

164. In a 2x3 factorial design, how many treatment conditions are there?
(A) 2
(B) 3
(C) 5
(D) 6

165. Which of the following is most appropriate for a product-moment correlation?
(A) The relationship between gender and choice of major.
(B) The relationship between IQ score and annual income.
(C) The relationship between passing or failing an exam and attending class.
(D) The relationship between birth order (1st, 2nd, 3rd) and personality type.

166. An assumption of the t-test for uncorrelated samples is that the populations from which the samples are drawn are:
(A) Skewed
(B) Normally distributed
(C) Of different shapes
(D) Bimodal

(C) Score on an exam (dichotomized as pass/fail) and hours of study.
(D) IQ score (dichotomized as high/low) and creativity score (dichotomized as high/low).

82. In a study, if you compare the mean score of a single sample to a known population mean, which test would you use?
(A) One-sample t-test
(B) Independent samples t-test
(C) Paired samples t-test
(D) One-way ANOVA

83. A key aspect of the 'nature of scientific research' is that its claims are:
(A) Infallible
(B) Subjective
(C) Falsifiable
(D) Unquestionable

84. Which of the following is the incorrect statement about a null hypothesis?
(A) It is often the hypothesis the researcher wishes to disprove.
(B) It is a statement of no effect or no difference.
(C) It is denoted by H_0.
(D) Statistical tests are designed to directly prove the null hypothesis.

85. Which of the following is an example of a dependent variable?
(A) The type of therapy given to a patient.
(B) The dosage of a drug administered.
(C) The number of items recalled in a memory test.
(D) The time of day an experiment is conducted.

86. A researcher polls students on a university campus for a study about student opinions. She stops when she has surveyed 50 first-year, 50 second-year, 50 third-year, and 50 fourth-year students. This is an example of:
(A) Stratified sampling
(B) Quota sampling
(C) Cluster sampling
(D) Simple random sampling

87. Committing a Type I error is analogous to:
(A) A doctor telling a sick person they are healthy.
(B) A doctor telling a healthy person they are healthy.
(C) A judge acquitting a guilty person.
(D) A judge convicting an innocent person.

88. The simplest type of experimental design, which often involves a single group with a pre-test and post-test, is known as:
(A) A pre-experimental design
(B) A true experimental design
(C) A quasi-experimental design
(D) A factorial design

89. A 'main effect' in a factorial design refers to:
(A) The combined effect of all independent variables.
(B) The effect of the dependent variable on the independent variable.
(C) The overall effect of one independent variable on the dependent variable, ignoring other independent variables.
(D) The interaction between two or more independent variables.

90. Consider the following statements:
Statement I: Correlation implies causation.
Statement II: A strong correlation between two variables means one variable necessarily causes the other.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

91. The primary purpose of using a t-test is to:
(A) Determine the relationship between two variables.
(B) Compare the variances of three or more groups.
(C) Test the normality of a distribution.
(D) Compare the means of one or two groups.

92. When would tetrachoric correlation be the most appropriate measure?
(A) When measuring the relationship between height in cm and weight in kg.
(B) When measuring the relationship between passing/failing a math test and passing/failing a science test, assuming both abilities are continuous.
(C) When measuring the relationship between

Downloaded from www.pdf.tube

(B) Whether the observed difference is statistically meaningful or likely due to chance.
(C) The absolute size of the difference in raw scores.
(D) The correlation between the two means.

179. Which scenario requires a t-test for correlated samples?
(A) Comparing the average height of students in two different schools.
(B) Comparing the job satisfaction of employees in the marketing and accounting departments.
(C) Comparing the anxiety levels of a group of individuals before and after a public speaking task.
(D) Comparing the IQ scores of a sample to the national average IQ of 100.

180. The nature of scientific research is inherently:
(A) Secretive
(B) Cumulative
(C) Final
(D) Dogmatic

181. Consider the following statements:
Statement I: A good hypothesis must be falsifiable.
Statement II: A falsifiable hypothesis is one that can be proven false through observation or experiment.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

182. A researcher is studying the effect of room color (red, blue, green) on mood. Room color is the:
(A) Dependent variable.
(B) Independent variable with three levels.
(C) Control variable.
(D) Extraneous variable.

183. Which of the following is an example of probability sampling?
(A) Convenience sampling
(B) Quota sampling
(C) Systematic sampling
(D) Snowball sampling

184. The decision to reject the null hypothesis is made when:
(A) The p-value is greater than the alpha level.
(B) The p-value is less than or equal to the alpha level.
(C) The test statistic is smaller than the critical value.
(D) The effect size is small.

185. Consider the following statements about experimental design:
I. True experiments offer the highest degree of control over variables.
II. Quasi-experiments are used when random assignment of participants is not possible.
III. Pre-experimental designs are robust against threats to internal validity.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

186. In a 2x2 factorial design, how many main effects can be tested?
(A) 1
(B) 2
(C) 3
(D) 4

187. In ANOVA, within-group variance is also referred to as:
(A) Systematic variance
(B) Error variance
(C) Treatment variance
(D) Explained variance

NODIA

188. Which of the following correlation coefficients indicates the weakest relationship between two variables?
(A) r = +0.50
(B) r = -0.75
(C) r = +0.10
(D) r = -0.90

189. Degrees of freedom for a paired-samples t-test with N pairs of observations is:
(A) N
(B) N - 1
(C) N - 2
(D) 2N - 2

(C) Fail to reject the null hypothesis.
(D) Conclude there is a significant effect.

212. What type of experimental design involves measuring a dependent variable multiple times before and after the introduction of a treatment?
(A) One-group pretest-posttest design
(B) Time-series design
(C) Static-group comparison
(D) Posttest-only control group design

213. When comparing the means of two groups that consist of matched pairs (e.g., husband-wife pairs), the appropriate test is:
(A) t-test for uncorrelated samples
(B) one-way ANOVA
(C) biserial correlation
(D) t-test for correlated samples

214. Which statement about scientific hypotheses is incorrect?
(A) They are derived from theories.
(B) They can be proven with absolute certainty.
(C) They are testable propositions.
(D) They specify relationships between variables.

215. Arrange the following steps in the process of scientific research in the correct sequence:
I. Data analysis and interpretation
II. Formulation of a hypothesis
III. Literature review
IV. Data collection
(A) III, II, IV, I
(B) II, III, IV, I
(C) I, II, III, IV
(D) III, IV, II, I

216. A variable that the researcher seeks to explain or predict is the:
(A) Independent variable
(B) Control variable
(C) Dependent variable
(D) Extraneous variable

217. A study that uses both a control group and an experimental group but does not randomly assign participants is a:
(A) Pre-experimental design.
(B) True experimental design.
(C) Quasi-experimental design.
(D) Correlational design.

218. An 'interaction' in a factorial ANOVA indicates that:
(A) The main effects are not significant.
(B) The effect of one independent variable is not the same at all levels of the other.
(C) The independent variables are highly correlated with each other.
(D) A calculation error has occurred.

219. Point-biserial correlation would be used to find the relationship between:
(A) IQ scores and income level in rupees.
(B) Answering a test item correctly (yes/no) and the total score on the test.
(C) Rank in a beauty contest and rank in an intelligence test.
(D) Passing/failing a test based on a cut-off score and passing/failing another test.

220. Match List I with List II and select the correct option.
List I: (Statistical Concept)
P. α (Alpha)
Q. β (Beta)
R. $1 - \beta$
S. H_0
List II: (Description)
1. Power of the test
2. Probability of a Type II Error
3. Null Hypothesis
4. Probability of a Type I Error
(A) P-4, Q-2, R-1, S-3
(B) P-1, Q-2, R-4, S-3
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-4, R-1, S-3

221. A researcher is interested in the effect of noise level (low, medium, high) and task difficulty (easy, hard) on performance. This is an example of a _____ factorial design.
(A) 3x2
(B) 2x2
(C) 3x3
(D) 2x1

222. The results of a t-test are reported as $t(28) = 2.50$, $p < .05$. The number 28 represents:
(A) The sample size.
(B) The t-value.

Click Here to Buy book on Amazon

coefficient of -1.0 indicates a perfect inverse relationship between two variables.
Reason (R): As the value of one variable increases, the value of the other variable decreases in a perfectly predictable way.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

201. Which research approach is most suitable for establishing a cause-and-effect relationship?
(A) Correlational method
(B) Case study method
(C) Experimental method
(D) Survey method

202. A hypothesis is distinct from a research question because a hypothesis is a:
(A) Specific, testable statement
(B) General inquiry
(C) Summary of findings
(D) Theoretical framework

203. In a study on the effect of exercise on weight loss, a participant's starting weight would be considered a:
(A) Potential covariate or control variable.
(B) Dependent variable.
(C) Manipulated independent variable.
(D) Confounding variable.

204. Which of the following is NOT a type of probability sampling?
(A) Simple random sampling
(B) Stratified sampling
(C) Cluster sampling
(D) Quota sampling

205. The 'p-value' in hypothesis testing represents the probability of:
(A) The research hypothesis being true.
(B) The null hypothesis being false.
(C) Obtaining the observed results, or more extreme results, if the null hypothesis were true.
(D) Committing a Type II error.

NODIA

206. A key difference between a true experiment and a quasi-experiment is the lack of _____ in the latter.
(A) Random assignment
(B) A dependent variable
(C) An independent variable
(D) Statistical analysis

207. A 2x2x2 factorial design has:
(A) Three independent variables, each with two levels.
(B) Two independent variables, each with three levels.
(C) Two independent variables and two dependent variables.
(D) Eight independent variables.

208. To use a product-moment correlation, the variables must be measured on at least a(n) _____ scale.
(A) Interval
(B) Nominal
(C) Ordinal
(D) Categorical

209. The t-test is named after the pseudonym "Student" used by its developer:
(A) Karl Pearson
(B) William Sealy Gosset
(C) R.A. Fisher
(D) Charles Spearman

210. Consider the following statements about sampling:
I. Probability sampling allows the researcher to estimate sampling error.
II. Non-probability sampling is often used in qualitative research.
III. A sampling frame is a list of all elements in the population from which a sample is drawn.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

211. In ANOVA, if the calculated F-value is less than the critical F-value, the researcher should:
(A) Reject the null hypothesis.
(B) Conduct post-hoc tests.

(C) Eight independent variables.
(D) Two dependent variables and four independent variables.

258. Which of these is an assumption of the product-moment correlation?
(A) There is a linear relationship between the variables.
(B) The variables are measured on a nominal scale.
(C) The sample size is less than 30.
(D) The relationship is curvilinear.

259. What is a key difference between a t-test and a one-way ANOVA?
(A) A t-test compares means, while an ANOVA compares variances.
(B) A t-test can only compare two means, while an ANOVA can compare two or more means.
(C) A t-test is a parametric test, while an ANOVA is non-parametric.
(D) A t-test is used for correlation, while an ANOVA is used for experiments.

260. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Random assignment is a hallmark of a true experimental design.
Reason (R): Random assignment helps ensure that the experimental and control groups are equivalent at the outset of the study, thereby increasing external validity.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

261. An independent variable must have at least:
(A) One level
(B) Two levels
(C) Three levels
(D) Four levels

262. Consider the following statements:
Statement I: Biserial correlation is used when one variable is continuous and the other is a true dichotomy.
Statement II: Point-biserial correlation is used when one variable is continuous and the other is an artificial dichotomy.
Which of the following is correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

263. A researcher studies the same group of children at age 5, age 10, and age 15. This is an example of what kind of study?
(A) Cross-sectional
(B) Longitudinal
(C) Experimental
(D) Correlational

264. An experimental design that involves different participants in each condition is known as a:
(A) Within-subjects design
(B) Between-subjects design
(C) Matched-pairs design
(D) Repeated-measures design

265. What is the most appropriate statistical test to use for a 2x2 factorial design to analyze the data?
(A) A series of t-tests
(B) A two-way ANOVA
(C) A one-way ANOVA
(D) A product-moment correlation

266. Which type of validity is most concerned with the question, "Can the results of this study be generalized to other people and other settings?"
(A) Internal validity
(B) External validity
(C) Construct validity
(D) Face validity

267. When is a t-test for uncorrelated samples used?
(A) To compare the means of two independent groups.
(B) To compare the means of the same group at two different times.
(C) To compare the means of three or more independent groups.
(D) To assess the relationship between two continuous variables.

268. The "significance of difference between means" is a concept central to:

Downloaded from www.pdf.tube

(C) The degrees of freedom.
(D) The p-value.

223. Objectivity in scientific research refers to the ideal of:
(A) Minimizing bias and personal judgment in the research process.
(B) Studying only physical objects.
(C) Only using objective, multiple-choice questions.
(D) Reaching conclusions that are popular and widely accepted.

224. Which of the following is a key characteristic of a hypothesis?
(A) It must be a question.
(B) It must be a statement that can be tested.
(C) It must be proven correct.
(D) It must be complex.

225. A researcher wants to study the development of language in children over a period of 5 years. The independent variable is:
(A) Age or time
(B) Language development
(C) The children
(D) There is no independent variable

226. What is the primary advantage of probability sampling over non-probability sampling?
(A) It allows for the estimation of the extent to which findings based on the sample are likely to differ from the population.
(B) It is cheaper and faster.
(C) It requires a smaller sample size.
(D) It is always easier to implement.

227. A "false positive" in medical testing is analogous to what type of error in hypothesis testing?
(A) Type I error
(B) Type II error
(C) Sampling error
(D) Standard error

228. The simplest form of a true experimental design is the:
(A) One-shot case study.
(B) Static-group comparison.
(C) Posttest-only control group design.
(D) One-group pretest-posttest design.

229. If an ANOVA for three groups yields a non-significant result, what can be concluded?
(A) There is no statistically significant evidence that the population means are different.
(B) All three population means are identical.
(C) Two of the population means are the same, but one is different.
(D) A Type II error must have occurred.

230. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The t-test is a robust test.
Reason (R): The t-test can provide reasonably accurate results even when its assumption of normality is moderately violated, especially with larger sample sizes.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

NODIA

231. The primary purpose of random assignment in an experiment is to:
(A) Make the sample representative of the population.
(B) Create equivalent groups at the start of the experiment.
(C) Simplify the statistical analysis.
(D) Ensure all participants receive the treatment.

232. Tetrachoric correlation is used when both variables are:
(A) Naturally dichotomous
(B) Artificially dichotomous
(C) Continuous
(D) Ordinal

233. The 'F' in F-ratio (ANOVA) is named after:
(A) Freud
(B) Fisher
(C) Galton
(D) Pearson

234. In the context of scientific research, a 'variable' is something that:
(A) Can take on different values or categories.
(B) Is always held constant.
(C) Is a source of error.

190. Match List I with List II and select the correct option.
List I: (Variable Type)
P. Independent Variable
Q. Dependent Variable
R. Extraneous Variable
S. Control Variable
List II: (Example in a study on caffeine's effect on reaction time)
1. Pre-existing differences in participants' sleep quality
2. The measured reaction time in milliseconds
3. Amount of caffeine administered (0mg vs. 100mg)
4. The lighting conditions in the testing room, kept the same for all
(A) P-3, Q-2, R-1, S-4
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-1, R-2, S-3

191. A researcher states, "The purpose of this study is to explore the lived experiences of first-generation college students." This is an example of a research:
(A) Hypothesis
(B) Aim or Objective
(C) Law
(D) Variable

192. A "double-blind" procedure is a control technique used to minimize:
(A) Experimenter and participant bias
(B) Sampling error
(C) The effects of history and maturation
(D) Attrition

193. If a researcher studies every member of a population, they are conducting a:
(A) Sample survey
(B) Census
(C) Case study
(D) Quasi-experiment

194. The 'beta' (β) level is the probability of:
(A) Making a Type I error.
(B) Making a Type II error.
(C) Correctly rejecting the null hypothesis.
(D) Correctly accepting the null hypothesis.

195. Which type of experimental design is most susceptible to threats to internal validity?
(A) True experimental design
(B) Quasi-experimental design
(C) Pre-experimental design
(D) Factorial design

196. The sum of squares total (SST) in ANOVA can be partitioned into:
(A) Sum of squares between (SSB) and sum of squares within (SSW).
(B) Sum of squares main effect and sum of squares interaction.
(C) Mean square error and mean square treatment.
(D) The F-ratio and the p-value.

197. A researcher finds that ice cream sales and crime rates are highly correlated. The most likely reason for this relationship is:
(A) Eating ice cream causes criminal behavior.
(B) Committing crimes causes a craving for ice cream.
(C) A third variable, such as temperature, influences both.
(D) The correlation is purely coincidental and meaningless.

198. A primary assumption of parametric tests like the t-test is:
(A) The sample size must be small.
(B) The population from which the data is drawn follows a specific distribution, usually normal.
(C) The data must be categorical.
(D) The variances of the groups must be unequal.

199. What does it mean if the difference between two means is "statistically significant"?
(A) The difference is very large and practically important.
(B) The null hypothesis is proven to be true.
(C) The difference is unlikely to have occurred due to random chance or sampling error.
(D) The study was conducted without any flaws.

200. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): A product-moment correlation

Click Here to Buy book on Amazon

246. In a factorial design, if the lines on a graph representing the effects of one IV at different levels of a second IV are parallel, it suggests:
(A) A strong interaction effect.
(B) A strong main effect for both variables.
(C) No interaction effect.
(D) A calculation error.

247. The primary use of biserial correlation is for:
(A) Prediction
(B) Test item analysis
(C) Establishing causality
(D) Comparing group means

248. The standard error of the difference between means is a key component in the calculation of the:
(A) t-statistic for independent samples
(B) Correlation coefficient
(C) F-ratio in ANOVA
(D) Chi-square statistic

249. A major advantage of a factorial design is that it:
(A) allows for the examination of both main effects and interaction effects.
(B) is less complex than a single-factor experiment.
(C) requires fewer participants than other designs.
(D) eliminates the need for statistical analysis.

250. Match List I with List II and select the correct option.
List I: (Design Type)
P. Pre-experimental
Q. True Experimental
R. Quasi-experimental
S. Correlational
List II: (Key Feature)
1. Manipulation of IV, but no random assignment
2. Measurement of variables as they naturally exist
3. Lacks control group or randomization; high threat to validity
4. Manipulation of IV and random assignment of subjects
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-2, S-1
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-3, R-1, S-2

251. A "construct" is a:
(A) Physical object being studied.
(B) Type of experimental design.
(C) A theoretical or hypothetical concept that is not directly observable.
(D) The final conclusion of a research paper.

252. The hypothesis "Children who watch aggressive cartoons will exhibit more aggressive behavior than children who watch non-aggressive cartoons" is:
(A) A directional hypothesis
(B) A null hypothesis
(C) A non-directional hypothesis
(D) An untestable hypothesis

253. Which variable is intentionally kept constant in an experiment to prevent it from influencing the outcome?
(A) Independent variable
(B) Dependent variable
(C) Control variable
(D) Confounding variable

254. A "sampling frame" is:
(A) The way a sample is chosen.
(B) A list of all the units in the population from which a sample will be selected.
(C) The margin of error in a sample.
(D) A non-probability sampling technique.

255. A "false negative" in research, where a real effect is missed, corresponds to a:
(A) Type II error
(B) Type I error
(C) Correct decision
(D) Sampling bias

256. What is the primary limitation of a pre-experimental one-group pretest-posttest design?
(A) It fails to control for numerous threats to internal validity, like history and maturation.
(B) It is too expensive to conduct.
(C) It is difficult to find participants for.
(D) The statistical analysis is overly complex.

257. In a 2x4 factorial design, there are:
(A) Two independent variables, with 2 and 4 levels respectively.
(B) Four independent variables, each with 2 levels.

Downloaded from www.pdf.tube

(D) Represents a theoretical concept.

235. A "Type II error" is committed if a researcher:
(A) Fails to reject a false null hypothesis.
(B) Rejects a true null hypothesis.
(C) Rejects a false null hypothesis.
(D) Fails to reject a true null hypothesis.

236. A researcher studies a single group of employees' productivity for one week, then implements a new workflow system, and then measures their productivity again for one week. This is an example of:
(A) A static-group comparison design.
(B) A one-group pretest-posttest design.
(C) A true experiment.
(D) A correlational study.

237. Post-hoc tests such as Tukey's HSD are necessary after a significant ANOVA because:
(A) The ANOVA F-test does not tell you which specific group means are different from each other.
(B) They confirm that the ANOVA calculation was correct.
(C) They are needed to calculate the F-ratio.
(D) They check the assumption of homogeneity of variance.

238. Which of the following coefficients represents the strongest correlation?
(A) -0.85
(B) +0.65
(C) +1.05
(D) -0.25

239. An independent-samples t-test would be used to compare:
(A) The average number of sick days taken by employees in two different departments.
(B) The weights of 20 people before and after a diet program.
(C) The exam scores of a class of 30 students in history and science.
(D) The relationship between height and weight.

240. The empirical nature of scientific research refers to its reliance on:
(A) Logical arguments
(B) Direct observation and measurement
(C) Authoritative opinion
(D) Common sense

241. "There is no difference in anxiety scores between men and women." This is an example of a:
(A) Directional alternative hypothesis
(B) Non-directional alternative hypothesis
(C) Research question
(D) Null hypothesis

242. If a researcher wants to control for the potential effects of a known extraneous variable, a good technique is:
(A) Including the variable as a covariate or using matching
(B) Ignoring the variable
(C) Increasing the effect of the independent variable
(D) Using a convenience sample

NODIA

243. In which sampling technique does each member of the population have an equal and independent chance of being selected?
(A) Quota sampling
(B) Purposive sampling
(C) Simple random sampling
(D) Convenience sampling

244. If a researcher sets $\alpha = .05$, what is the probability of making a Type I error?
(A) 5%
(B) 95%
(C) 1%
(D) It cannot be determined.

245. Consider the following statements about ANOVA:
I. ANOVA stands for Analysis of Variance.
II. A one-way ANOVA involves one independent variable and one dependent variable.
III. ANOVA can be used as a substitute for correlation to measure association.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

(A) Descriptive statistics
(B) Inferential statistics
(C) Data visualization
(D) Qualitative analysis

269. The logic of the scientific method is based on the principle of:
(A) Proving theories
(B) Falsification
(C) Personal conviction
(D) Authority

270. A variable that could potentially compete with the independent variable in explaining the outcome is a(n):
(A) Dependent variable
(B) Confounding variable
(C) Constant
(D) Operational definition

271. To increase the representativeness of a sample from a diverse population, a researcher should use:
(A) Convenience sampling
(B) Stratified random sampling
(C) Snowball sampling
(D) Purposive sampling

272. If a finding is statistically significant, it means that the null hypothesis is:
(A) Accepted
(B) Rejected
(C) Proven false
(D) Retained

273. The 'purpose' of an experimental design is to provide the strongest possible test of a:
(A) General theory
(B) Causal hypothesis
(C) Correlational relationship
(D) Population mean

274. In a 2x2 factorial design, the "interaction" refers to how the effect of:
(A) The first IV depends on the level of the second IV.
(B) The DV depends on the level of the first IV.
(C) The first IV is separate from the second IV.
(D) The DV is independent of both IVs.

275. Consider the following as characteristics of good scientific research:
I. It is systematic.
II. It is based on empirical evidence.
III. It is open to public scrutiny and replication.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

276. What would be the appropriate correlation to compute between "final exam score" (continuous) and "whether a student passed or failed the course" which was determined by a cut-off score on the exam (artificial dichotomy)?
(A) Biserial
(B) Point-biserial
(C) Tetrachoric
(D) Product-moment

277. Two common types of t-tests are used for:
(A) One sample and two samples.
(B) Correlated and uncorrelated samples.
(C) Small samples and large samples.
(D) Continuous and categorical data.

278. In an experiment, the group that does not receive the treatment or intervention is called the:
(A) Experimental group
(B) Control group
(C) Correlated group
(D) Sample group

279. The statement of "no relationship" between variables is characteristic of the:
(A) Alternative hypothesis
(B) Null hypothesis
(C) Research hypothesis
(D) Directional hypothesis

280. Match List I with List II and select the correct option.
List I: (Sampling Method)
P. Simple Random
Q. Stratified
R. Cluster
S. Convenience
List II: (Procedure)
1. Selects participants who are easily available.
2. Divides population into groups, then

Click Here to Buy book on Amazon

randomly selects whole groups.
3. Every member of the population has an equal chance of selection.
4. Divides population into subgroups, then randomly samples from each subgroup.

(A) P-3, Q-4, R-2, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-2, R-4, S-1
(D) P-4, Q-3, R-1, S-2

281. The risk of a Type I error is under the direct control of the:
(A) Participant
(B) Researcher
(C) Statistical software
(D) Journal editor

282. A time-series design is a type of:
(A) Pre-experimental design
(B) Quasi-experimental design
(C) True experimental design
(D) Correlational design

283. One-way ANOVA is an extension of which statistical test?
(A) t-test for independent samples
(B) t-test for correlated samples
(C) Pearson correlation
(D) Chi-square test

284. Which correlation is used to relate a genuinely dichotomous variable (e.g., gender) with a continuous variable (e.g., test score)?
(A) Biserial
(B) Point-biserial
(C) Tetrachoric
(D) Product-moment

285. Arrange the following research activities in their most likely chronological order:
I. Choosing a statistical test.
II. Stating a research hypothesis.
III. Operationalizing variables.
IV. Identifying a research problem.
(A) IV, II, III, I
(B) II, IV, I, III
(C) IV, III, II, I
(D) I, II, III, IV

286. What is the fundamental difference between an independent and a dependent variable?
(A) The independent variable is manipulated, and the dependent variable is measured.
(B) The dependent variable is manipulated, and the independent variable is measured.
(C) Both are measured, but the independent variable is measured first.
(D) Both are manipulated by the researcher.

NODIA

287. "Statistical significance" refers to the _____ of a result, while "effect size" refers to the _____ of the result.
(A) magnitude; probability
(B) probability; magnitude
(C) importance; probability
(D) magnitude; importance

288. A repeated-measures design is an example of a study using:
(A) Uncorrelated samples
(B) Correlated samples
(C) A large population
(D) A non-probability sample

289. Which design involves at least two independent variables?
(A) One-way ANOVA design
(B) Simple t-test design
(C) Factorial design
(D) Pretest-posttest design

290. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The null hypothesis always refers to the population, not the sample.
Reason (R): We use sample data to make an inference or decision about the state of affairs in the population from which the sample was drawn.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

291. What is the main purpose of scientific research?
(A) To prove personal opinions.
(B) To generate systematic knowledge through objective inquiry.
(C) To create controversy and debate.

(D) To compile facts without interpretation.

292. Which of the following is a non-probability sampling technique?
(A) Systematic Sampling
(B) Cluster Sampling
(C) Judgmental Sampling
(D) Stratified Sampling

293. Rejecting a true null hypothesis is defined as:
(A) Type I error
(B) Type II error
(C) Statistical power
(D) A correct decision

294. A "static-group comparison" design compares a treatment group with a control group, but participants are not randomly assigned. This is a type of:
(A) Pre-experimental design
(B) True experimental design
(C) Longitudinal design
(D) Time-series design

295. A two-way ANOVA is used to analyze the results of a:
(A) One-group pretest-posttest study.
(B) Factorial experiment.
(C) Correlational study with two variables.
(D) Study comparing two independent groups.

296. A correlation coefficient of 0.00 suggests:
(A) A perfect relationship.
(B) No linear relationship.
(C) A strong negative relationship.
(D) A causal relationship.

297. A key assumption of the t-test for correlated samples is that:
(A) The two samples are independent.
(B) The population of difference scores is normally distributed.
(C) The variances of the two samples are equal.
(D) The sample sizes are large (N > 100).

298. In a study on learning, if a researcher gives one group of rats a food reward for completing a maze and another group gets no reward, the food reward is the:
(A) Dependent variable
(B) Independent variable
(C) Extraneous variable
(D) Control variable

299. If a researcher wants to compare the mean scores of male and female students on a mathematics test, the appropriate test would be:
(A) A t-test for uncorrelated samples.
(B) A t-test for correlated samples.
(C) A one-way ANOVA with three groups.
(D) A biserial correlation.

300. The ultimate goal of controlling variables in an experiment is to:
(A) Increase the complexity of the study.
(B) Isolate the effect of the independent variable on the dependent variable.
(C) Ensure the results are interesting.
(D) Make the study easier to conduct.

www.nodia.in

Downloaded from www.pdf.tube

ANSWERS

1. (B) It involves a systematic and objective process of inquiry.
   Scientific research is distinguished by its reliance on structured methodologies and impartial analysis to gather data. This approach ensures that findings are derived from evidence rather than personal bias or gut feelings. By following a rigorous, repeatable process, researchers can build a reliable body of knowledge that remains open to further validation and testing. Reliability is maintained through standard procedures.

2. (A) A tentative statement about the relationship between two or more variables.
   A hypothesis serves as an educated prediction that establishes a testable link between specific factors under study. It acts as a guide for the entire investigation, providing a clear focus for data collection and analysis. This statement is proposed before the actual experiment begins and is later evaluated based on the gathered empirical evidence. Such statements must be formulated clearly.

3. (C) Independent variable
   In experimental design, the factor that is specifically changed or controlled by the investigator to observe its effects is known as the treatment variable. By altering this element across different groups, researchers can determine if it causes changes in the measured outcome. This allows for the establishment of a causal link between the manipulated condition and behavior in a controlled study.

4. (D) Convenience sampling
   This approach to gathering participants involves selecting individuals based on their immediate availability and proximity to the investigator. While this method is time-efficient and cost-effective, it often leads to a group that does not accurately represent the broader population. Consequently, the findings from such studies may have limited applicability outside the specific group that was tested by the researcher.

5. (C) I and III only
   Scientific inquiry is characterized by the requirement that studies can be repeated by others to verify results and that the process remains impartial. While findings are based on rigorous evidence, they are never truly final because new data can lead to revisions. Maintaining neutrality and ensuring replicability are essential for building a credible and evolving body of knowledge in any field.

6. (B) Both Statement I and Statement II are false.
   Statistical errors occur when the outcome of a test leads to an incorrect conclusion regarding the null hypothesis. The first type involves rejecting a true statement, effectively claiming an effect exists when it does not. The second type happens when a false statement is not rejected, failing to identify a real effect that is actually present in data during the analysis process.

7. (D) To prove a theory with absolute certainty.
   The primary goal of a structured study plan is to identify causal links while minimizing the impact of outside factors. It provides a framework for testing specific predictions under controlled conditions to ensure results are valid. However, science acknowledges that conclusions are always probabilistic and open to revision, rather than providing a way to prove theories with absolute, unchanging finality.

8. (A) Two independent variables, each with two levels.
   This specific experimental setup involves examining two separate treatment factors simultaneously, with each factor having two distinct categories or levels. This structure allows researchers to observe not only the individual impact of each factor but also how they combine to influence the outcome. Such designs provide a comprehensive look at complex relationships within a single, efficient study for modern researchers.

NODIA

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

9. (C) Two continuous variables.
When researchers aim to determine the linear association between two variables that exist on a scale, a specific statistical measure is employed. This calculation provides a numerical value indicating the strength and direction of the relationship. It is most suitable when both sets of data are measured at the interval or ratio level, assuming a normal distribution for the collected data.

10. (A) P-2, Q-4, R-3, S-1
Definition Mapping
In experimental methodology, specific terms define different components of the process. The factor being changed is the treatment, while the statement of no effect serves as a baseline for testing. Errors can occur if a true baseline is incorrectly dismissed. Finally, the total group under study provides the context for selecting a representative subset for analysis during the investigative process.

11. (D) To compare the means of two independent groups on a particular measure.
This statistical procedure is designed to evaluate whether the average scores of two separate, unrelated groups differ significantly from one another. It determines if the observed difference between the groups is likely due to a real effect or just random variation. This test is essential when comparing distinct populations that have no overlapping members or paired measurements between the study groups.

12. (B) The random assignment of participants to groups.
The critical distinction in high-quality experimental setups is the use of a procedure that gives every participant an equal chance of being in any group. This process ensures that pre-existing differences are spread evenly, allowing any observed outcomes to be attributed to the treatment itself. Without this element, a design is considered to have less control over internal validity.

13. (C) Directional hypothesis
When a researcher specifies the expected path of an effect, such as predicting that one group will perform better than another, they are using a focused prediction. This type of statement goes beyond merely suggesting a difference exists by clarifying which group is likely to have higher or lower scores. It provides a more precise roadmap for the statistical testing process.

14. (D) An independent variable
In this study, the factor being varied or categorized to see its impact on behavior is the condition being investigated. By grouping participants into different levels of the attribute, the researcher can observe how these levels correlate with the results of the task. This categorized factor acts as the primary influence being tested for its effect on the measured outcome.

15. (A) II, I, IV, III
The process of statistical verification follows a logical sequence beginning with the formulation of baseline and experimental predictions. Once these are set, evidence is gathered and analyzed using specific mathematical formulas. The final step involves comparing the calculated result against established thresholds to determine if the findings are significant enough to support a conclusion about the broader population under study.

16. (B) Failing to reject the null hypothesis when it is false.
This specific statistical error occurs when an investigator fails to identify a real effect or relationship that actually exists in the population. Essentially, the test concludes that there is no significant difference when one truly exists. This often happens if the sample size is too small or if the measurement tools lack the sensitivity to detect the actual effect present.

17. (B) It can only be used if there are exactly three groups.
This analysis technique is designed to examine the differences between multiple group averages using a single factor. It is highly versatile because it can accommodate two, three or more conditions simultaneously. By looking at the variance within and between groups, it helps determine if the experimental manipulation produced a significant overall change in the outcome measured during the research process.

Click Here to Buy book on Amazon

36. (D) An artificial dichotomy created from a continuous variable.
This correlation method is appropriate when one variable is continuous and the other has been created by splitting a continuous variable into two categories. This is known as an artificial dichotomy, such as dividing test scores into pass and fail. It helps quantify the relationship while assuming the underlying categorical data would normally follow a continuous and bell-shaped path.

37. (C) The result is unlikely to have occurred by chance.
When the results of a study reach a specific level of certainty, it implies that the findings are unlikely to be the result of random variation. This does not mean the study is perfect or that the findings have immediate real-world use. Instead, it suggests that the observed effect is robust enough to reject the idea that nothing happened.

38. (B) Manipulate variables to infer causality.
The core strength of this research approach lies in its ability to actively change certain conditions to see how they affect a specific outcome. By controlling the environment and varying the treatment, researchers can determine if one factor directly causes another to change. This process is the gold standard for moving beyond simple association to establishing actual causal relationships in science.

39. (D) Decreasing α will increase β.
Statistical decision-making involves a trade-off between two types of potential mistakes. If a researcher chooses a more stringent level for avoiding the error of claiming an effect when none exists, it becomes harder to detect real effects. Consequently, as the protection against the first error increases, the likelihood of missing a true relationship or difference also goes up significantly.

40. (B) P-3, Q-1, R-4, S-2
Different types of associations require specific mathematical calculations based on the nature of the data involved. Comparing two measured scales uses a standard linear approach. When dealing with one scale and one natural category, a different tool is used. Likewise, situations involving simplified categories or those with underlying normal distributions each demand their own specialized statistical correlation methods for analysis.

41. (C) An extraneous variable
In a study, factors that are not the primary focus but can still impact the results are known as outside variables. If these are not properly managed, they can cloud the relationship between the treatment and the outcome. Researchers must use specific techniques to minimize their influence, ensuring that the final conclusions accurately reflect the actual relationship being investigated in the study.

42. (A) Sampling is the process of selecting a subset of a population for a study.
This process is the method by which a researcher picks a small group to represent a much larger population. It is a fundamental step because it allows for the study of broad trends without needing to test every single individual. A well-chosen group provides a snapshot that, while not perfect, allows for reliable conclusions about the whole population.

43. (D) Proposes there is a relationship or difference between variables.
This type of prediction suggests that a meaningful relationship or difference actually exists between the factors being studied. It serves as the opposite of the baseline assumption that no effect is present. When statistical evidence is strong enough to move away from the baseline, this statement provides the framework for understanding the nature of the findings and the effects.

44. (B) Randomization
This control technique involves using a process where participants are placed into groups entirely by chance. By doing this, any individual differences or outside influences are spread evenly across all conditions. This effectively balances the groups from the start, making it much more likely that any final differences observed are due solely to the treatment and not other factors.

45. (C) A one-way ANOVA.
When a researcher needs to compare more than two groups to see if their averages differ, a specific analysis of variance is required. This test

NODIA

27. (D) Two artificially dichotomized variables that are assumed to have an underlying continuous distribution.
This specific statistical tool is used to find the relationship between two variables that have been split into two categories. It assumes that both variables actually follow a continuous, normal distribution in reality, even though they are being measured in a binary way. This method is helpful for understanding associations in data that has been simplified for the researcher's analysis.

28. (B) When comparing employees' productivity before and after a training program.
This statistical approach is most appropriate when measuring the same individuals under different conditions, such as assessing performance at two points in time. It compares the means of these related measurements to see if a significant change has occurred. This method is powerful because it uses participants as their own control, reducing the impact of individual differences on results.

29. (C) α (alpha)
This symbol represents the threshold set by researchers to determine the likelihood of making a specific error in their conclusions. It defines the probability of incorrectly rejecting a true baseline assumption, which would lead to claiming an effect exists when it does not. Setting this level is a standard part of preparing a study and ensuring its overall statistical integrity.

30. (D) It should be complex and difficult to understand.
A strong scientific prediction should be straightforward and capable of being proven wrong through observation. It must be based on existing knowledge or logic and allow for clear testing in a research setting. If a statement is too complicated or impossible to verify, it cannot serve as a useful tool for advancing our understanding of a particular subject in science.

31. (B) Both Statement I and Statement II are false.
In an experiment, the factor that the researcher manipulates is called the independent variable, while the outcome that is measured is the dependent variable. Statement I is false because it swaps these definitions. Similarly, Statement II is false because it claims the outcome is what is manipulated. Both roles are fundamental and must be correctly identified for causal research.

32. (B) Stratified sampling
This sampling technique involves first identifying distinct groups within a population, such as age ranges or occupations, and then drawing random participants from each. This ensures that every subgroup is properly represented in the final study group. By mirroring the proportions found in the total population, the researcher can make much more accurate and balanced general conclusions about the group.

33. (B) To describe, explain, predict, and control behavior and mental processes.
Scientific inquiry in the field of mind and behavior aims to provide a comprehensive understanding of human experiences. This involves moving beyond mere observation to explain why actions occur and to develop the ability to anticipate future outcomes. Ultimately, this knowledge is used to refine environments and processes to support healthier mental states and more effective behavioral patterns in humans.

34. (A) One independent variable with two or more levels.
This statistical analysis is applied when an investigation focuses on one primary factor that has multiple levels or groups. It allows for a comparison of the averages across all these conditions to see if any significant differences exist. This is particularly useful when a researcher wants to test several different types of treatments or dosages within a single investigative study.

35. (A) III only
This statistical test is primarily designed to compare the averages between groups rather than their variances. It also requires the data to follow a specific bell-shaped distribution to be accurate. A test for linked or paired samples is intended for groups that are related, not independent. Therefore, only the statement regarding the assumption of normal distribution is correct here.

NODIA

18. (A) One continuous variable and one naturally dichotomous variable.
This specific correlation measure is used when one factor is measured on a continuous scale while the other is a genuine, two-category attribute. It is commonly applied in educational settings to see how scores on a test relate to a binary characteristic like gender. This calculation helps quantify the relationship between a numerical variable and a categorical one for the researcher.

19. (C) Paired samples t-test
This statistical test is utilized when comparing the average scores of two sets of data that are linked in some way. This often happens when the same individuals are measured twice, such as before and after a treatment. Because the scores come from the same participants, the test is specifically designed to account for the inherent relationship between the measurements taken.

20. (A) Both A and R are true and R is the correct explanation of A.
Selecting participants in a way that gives every member of a population an equal chance of inclusion is vital for accuracy. This method creates a group that mirrors the characteristics of the larger population, allowing researchers to apply their findings more broadly. Without this representative quality, conclusions drawn from a small group might not hold true for everyone else in reality.

21. (C) The methods used to minimize the influence of extraneous variables.
In scientific investigations, this term refers to the various strategies used to neutralize the impact of outside factors on the study results. By managing these variables, researchers ensure that any changes in the outcome are truly caused by the experimental treatment. This practice is essential for maintaining the accuracy and reliability of the conclusions drawn from the collected data points.

22. (B) Population
The total group of individuals that an investigator wishes to understand and describe is the focal point of the study. Because it is often impossible to measure every person, a smaller subset is chosen for the actual testing. However, the ultimate goal of the research is to make accurate statements about this entire group based on the sample findings obtained.

23. (D) To identify gaps in current knowledge and formulate a research question.
A thorough examination of existing studies serves as a foundation for new investigations by mapping out what is already known. This process helps researchers spot areas where information is lacking or where previous results are contradictory. By identifying these gaps, scholars can develop meaningful questions that move the field forward and avoid repeating work that is already completed by others.

24. (A) There is no difference between the means of Group 1 and Group 2.
In many studies, the baseline prediction assumes that no real change or relationship exists between the factors being compared. This starting point suggests that any differences found are merely the result of random chance rather than a meaningful effect. Investigators use statistical tests to see if they can gather enough evidence to move away from this initial assumption.

25. (C) A quasi-experimental design
When a study includes a comparison group but lacks the ability to assign participants randomly, it falls into a specific category of design. This situation often occurs in real-world educational settings where pre-existing groups must be used. While these studies are useful for investigating effects in natural environments, they require careful analysis to account for potential pre-existing differences between groups.

26. (A) The effect of one independent variable on the dependent variable depends on the level of the other independent variable.
In complex experimental designs, this phenomenon occurs when the impact of one factor changes depending on the level of another factor. This means that a treatment might be effective in one situation but not in another. Understanding these combined effects provides a much deeper insight into behavior than simply looking at each factor on its own without any situational context.

Downloaded from www.pdf.tube

evaluates the scores across multiple conditions simultaneously to determine if any significant variation exists. It is the most efficient way to assess the relative effectiveness of several different interventions within the same experimental framework and study.

46. (D) 4
This experimental setup features two independent factors, and each factor has two separate levels or conditions. To find the total number of unique groups or situations, one must multiply the levels of the first factor by the levels of the second. This results in four distinct combinations, allowing the researcher to examine various effects and interactions within the study design.

47. (A) 0.05
In the social sciences, researchers typically use a standard threshold to decide if their results are meaningful. This value represents a five percent risk of being wrong when claiming an effect exists. By adhering to this widely accepted benchmark, scientists ensure a consistent level of rigor and allow for more reliable comparisons between different studies within the academic community and journals.

48. (B) Strong positive relationship.
A value that is positive and close to the maximum possible score indicates that two variables change together in a very consistent way. As one increases, the other is also very likely to increase. This represents a powerful connection between the factors, suggesting that they are closely linked. Such findings allow for very reliable predictions about one variable based on another.

49. (B) Comparing the math scores of a group of male students and a group of female students.
This type of research setup involves groups that have no inherent connection or shared characteristics between them. For instance, comparing the scores of distinct sets of people, like men and women, provides a clear example because each individual belongs to only one category. There is no matching or repeated measurement involved, making the groups entirely independent for statistical analysis purposes.

50. (A) Both A and R are true and R is the correct explanation of A.
This type of study design is specifically built to investigate how two different factors work together. It allows researchers to see if the impact of one treatment changes depending on the presence or level of the second treatment. This provides a more realistic understanding of complex behaviors, as it accounts for the multiple influences that often occur in real life.

NODIA

51. (C) Observation and experimentation.
This scientific principle emphasizes that all knowledge must be based on actual evidence gathered through the senses. Rather than relying on pure logic or tradition, researchers must observe and measure phenomena in the real world to draw valid conclusions. This approach ensures that theories are grounded in reality and can be verified by others through their own independent observations and tests.

52. (D) Null
This specific type of prediction serves as a starting point by asserting that no relationship or difference exists between the variables in question. It acts as a baseline that researchers attempt to challenge through their data collection. If the evidence is strong enough, they can move away from this assumption and support the idea that an actual effect exists in reality.

53. (C) Continuous variable
This type of factor is defined by its ability to be measured with extreme precision, allowing for an infinite number of possible values within a certain range. Examples include time, weight, or distance, where the measurements can be broken down into smaller and smaller fractions. This is different from categories that are distinct and separate without any middle values between them.

54. (B) Cluster sampling
This sampling method involves dividing a large population into naturally occurring groups and then randomly picking a few of those entire groups to study. It is often used when it is difficult to list every single individual across a wide area. By focusing on these specific clusters, researchers can gather data more efficiently

74. (A) True experimental design
This specific study design is a powerful tool for investigating two different factors at the same time. Because it uses random assignment and carefully controlled conditions, it is considered a high-level experimental approach. It allows researchers to draw clear conclusions about causes and effects, while also looking at how different treatments might interact with each other in a study setting.

75. (A) I, IV, II, III
The tools used for analyzing data were developed over time by early statisticians. The foundational linear correlation was followed by specialized versions for categorical data. Later, methods for comparing small group averages were introduced, eventually leading to the comprehensive analysis of variance used today. This sequence reflects the growing complexity and power of the mathematical techniques available for scientific inquiry in research.

76. (B) There is a 1% chance that the null hypothesis is actually true.
When a researcher finds that the probability of their result occurring by chance is very low, they can confidently move away from the baseline assumption. Specifically, if this value is set at one percent, it means there is only a tiny risk that the findings are actually a fluke. This high level of certainty strengthens the support for the experimental findings obtained.

77. (C) Between-group variance to within-group variance.
This statistical ratio is calculated by comparing the amount of variation caused by the treatment to the amount of variation naturally occurring within the groups. A higher value suggests that the treatment had a significant effect compared to random noise. This comparison is the central mechanism for determining if the averages of several groups are truly different from one another.

78. (D) -1.00 to +1.00
The numerical value representing the strength of a linear relationship always falls within a specific span between negative and positive one. A score of zero means no connection exists, while scores at the ends of the range show perfect associations. This standardized scale allows researchers to quickly understand both how strong a link is and what direction it takes.

79. (A) Internal validity
The main reason for managing outside influences is to ensure that the study's conclusions are accurate and that the treatment is the only thing causing the changes. This focus on internal consistency and causal clarity is a hallmark of good research. By tightening these controls, investigators increase the strength of their claims about what actually happened within the specific experiment.

80. (A) Both A and R are true and R is the correct explanation of A.
A test involving linked measurements is generally more sensitive because it accounts for the unique traits of each participant. By focusing on how each individual changes, the analysis can filter out the "noise" created by natural differences between people. This makes it easier to spot the actual effect of a treatment, resulting in a more powerful and accurate statistical conclusion.

81. (B) Gender (Male/Female) and score on a depression inventory.
This specific correlation tool is used to examine the link between a set of continuous scores and a factor that has two natural, distinct categories. An example would be comparing the numerical results of a mental health survey between two different genders. It provides a clear way to see how a categorical trait relates to a measurable scale of behavior or emotion.

82. (A) One-sample t-test
This statistical test is utilized when a researcher has the average score of one group and wants to compare it to a known, existing standard. It determines if the group is significantly different from the general average that has already been established. This is common when testing if a specific group performs above or below a recognized national or historical norm.

83. (C) Falsifiable
A fundamental rule of scientific inquiry is that any claim or theory must be stated in a way that it could be proven wrong through evidence. This ensures that ideas are grounded in reality and can

Click Here to Buy book on Amazon

are easier to use, they lack the randomized foundation necessary for making reliable broad statements about human behavior or trends in science.

65. (C) I and III only
The chance of incorrectly claiming an effect exists is directly set by the researcher's chosen threshold. While the first statement is correct, the second is not, because a false positive is actually the first type of error. However, the third statement is true since having more data points helps researchers more accurately detect real relationships that actually exist in the population.

66. (A) Two main effects and one interaction effect.
When analyzing two independent factors at once, researchers can look for three distinct things. They can see the overall impact of the first factor and the overall impact of the second factor. Additionally, they can see if the two factors work together in a unique way. This comprehensive approach provides a detailed view of the various influences on the outcome of interest.

67. (C) Comparing the average reaction times of a group of pilots and a group of non-pilots.
This statistical test is best used when comparing two groups that have no shared members or specific connections. For instance, evaluating the difference in reaction times between people in two very different professions ensures the samples are independent. This allows for a clear comparison of averages between the two distinct populations to see if a significant difference exists between them.

68. (A) Normal distribution
This specific correlation assumes that a variable which has been split into two categories actually follows a smooth, bell-shaped distribution in the real world. Even though it is measured in a simplified way, the statistical model treats it as if it were continuous. This assumption is necessary for the mathematical formula to provide a valid measure of the relationship during data analysis.

69. (C) The lack of a control group or randomization.
This type of basic study setup is characterized by a high degree of simplicity but lacks the controls found in more rigorous designs. It typically does not use random assignment or comparison groups, making it hard to prove that a treatment actually caused a change. While easy to implement, it provides very limited evidence for any causal relationships or effects.

70. (B) P-3, Q-4, R-1, S-2
Research terminology defines specific roles in an investigation. Missing a real effect is a specific error, while a variable held steady ensures consistency. Predictions can suggest a difference without naming a direction, and the overall roadmap for a study provides the structure needed to investigate cause and effect. Together, these elements ensure that a study is logical and well-organized for researchers.

NODIA

71. (D) Confounding variable
This type of factor is problematic because it changes alongside the main treatment, making it impossible to tell which one is actually affecting the results. It provides a competing explanation for any observed changes in the outcome. To maintain the accuracy of an experiment, researchers must identify and eliminate these hidden influences to ensure the treatment is the only cause of change.

72. (A) Systematic sampling
This specific way of picking participants involves following a fixed pattern, such as selecting every nth person from a list. It provides a structured approach to sampling that is often easier than completely random methods while still maintaining a high level of objectivity. It ensures the entire list is covered and that the selection process is consistent and unbiased throughout.

73. (C) If the observed difference between group means is likely due to sampling error or a real effect.
This statistical concept helps investigators determine if the gap between two group averages is large enough to be meaningful. It evaluates whether the difference likely comes from the treatment or just from random variation in the samples. Understanding this helps researchers decide if they have enough evidence to support their predictions about real differences in the broader population studied.

while still maintaining a randomized approach for objectivity.

55. (D) Type II error
This mistake in judgment happens when a researcher fails to identify a real effect that is actually present in the data. Essentially, the investigation concludes that there is no relationship or difference, when in truth, one does exist. This often occurs when a study lacks the necessary sensitivity or size to detect a smaller but still significant phenomenon during analysis.

56. (A) Allows for the study of interaction effects.
The primary benefit of using a multi-factor study over a simple one is the ability to see how different influences interact. It reveals if a treatment's effectiveness changes under different conditions, which a single-factor study could never show. This provides a much more nuanced and complete picture of the various forces that shape behavior and mental processes in reality today.

57. (C) Two independent variables.
This analysis technique is used when a study includes two separate independent factors simultaneously. It allows researchers to determine the individual impact of each factor as well as their combined effect on the outcome. This approach is highly efficient for exploring how different conditions work together to influence behavior, providing more depth than looking at each factor in isolation during testing.

58. (A) Spearman's rank-order correlation
When data is collected in the form of positions in a sequence, such as first or second place, a specialized correlation tool is needed. This method assesses how closely the two sets of rankings align with one another. It is perfect for situations where the actual scores are not as important as the relative order of the participants involved in the study.

59. (D) The scores in one group are related to the scores in the other group.
This term describes a situation where the data points in two different groups are linked to each other. This often happens when the same people are tested twice or when participants are matched based on specific traits. Because the scores are not independent, the statistical analysis must account for this relationship to provide an accurate comparison of the averages measured.

60. (B) Correlational design
While most designs mentioned focus on manipulating factors to find causes, one specific approach simply looks at how variables relate to each other as they occur naturally. This method does not involve changing any conditions or assigning groups. Instead, it measures existing associations, which makes it useful for prediction but unable to prove that one thing directly causes another to change.

61. (C) Statement I is true but Statement II is false.
The main goal of a rigorous study plan is to ensure that the results truly reflect the impact of the treatment. This focus on accuracy within the study is called internal validity. However, the ability to apply these findings to other groups and settings is a different concept known as external validity. Therefore, only the first statement correctly identifies the goal.

62. (D) Matching
When a researcher wants to ensure that specific participant characteristics are balanced across groups, they use a technique that pairs individuals based on those traits. One person from each pair is then placed in the treatment group and the other in the control. This ensures that these known factors do not bias the final results of the experiment being conducted for study.

63. (A) Operational definition
In research, it is essential to describe abstract concepts in terms of the specific procedures used to measure them. This clarifies exactly what is being studied and allows other scientists to repeat the process. By linking a general idea like intelligence to a specific test score, the researcher provides a concrete and practical definition that can be objectively observed in data.

64. (B) The findings may not be generalizable to the population.
The main issue with picking participants based on convenience or judgment is that the resulting group may not look like the larger population. This makes it difficult to say that the findings apply to everyone else. While these methods

Downloaded from www.pdf.tube

be tested against actual observations. If a theory cannot be challenged or potentially refuted, it falls outside the realm of objective and verifiable scientific research.

84. (D) Statistical tests are designed to directly prove the null hypothesis.
The baseline assumption in statistics is used to represent the idea that no effect or difference exists. While researchers often hope to gather evidence against it, statistical tests are not designed to prove it is true. Instead, these tests only tell us if there is enough evidence to reject it. Failing to reject it simply means the evidence was not strong.

85. (C) The number of items recalled in a memory test.
In an investigation, the factor that represents the outcome or the response being measured is the focus of analysis. It is expected to change based on the different conditions or treatments applied by the researcher. By observing how this factor fluctuates, scientists can determine the impact of their experimental manipulations and draw conclusions about the relationships between the variables involved.

86. (B) Quota sampling
This sampling method involves setting specific targets for different subgroups to ensure they are represented in the final group. The researcher continues to pick participants until each category, such as different college years, has reached its pre-set limit. While this ensures variety, it is not a random process because people are chosen based on their availability and meeting the specific category needs.

87. (D) A judge convicting an innocent person.
Incorrectly claiming an effect exists is much like a legal system punishing someone who has done nothing wrong. In both cases, a false positive conclusion is reached, leading to a decision that does not match the actual truth. This error is taken very seriously in research because it can lead to the acceptance of theories or treatments that are not valid.

88. (A) A pre-experimental design
This basic study structure is often used as an initial step to explore a new treatment but lacks the rigor of more advanced designs. By only looking at one group before and after a change, it is difficult to rule out other reasons for the results. While simple to perform, it provides only a preliminary look at potential cause-and-effect relationships in research.

89. (C) The overall effect of one independent variable on the dependent variable, ignoring other independent variables.
In a study with multiple treatments, this term describes the individual impact of just one factor while ignoring any others. It provides a simple view of how one condition affects the outcome on its own. While useful, it does not tell the whole story, as it leaves out how that factor might work differently when combined with other conditions in the study.

90. (B) Both Statement I and Statement II are false.
It is a common mistake to believe that because two things are linked, one must cause the other. In reality, a strong relationship between variables does not reveal anything about what started the change. Both statements are false because they fail to account for other factors that might be influencing both variables at the same time, leading to a misleading connection.

91. (D) Compare the means of one or two groups.
The central goal of this statistical tool is to provide a way to compare the averages of one or two groups. It helps researchers determine if the observed differences in scores are likely to be real or just the result of random variation. By evaluating these means, investigators can draw more reliable conclusions about the effects of their treatments or observations.

92. (B) When measuring the relationship between passing/failing a math test and passing/failing a science test, assuming both abilities are continuous.
This specialized association measure is used when two factors have been simplified into two categories each, but both are assumed to be continuous in reality. An example would be relating the pass-fail status on two different tests where the underlying skill is a measurable ability. It allows for a more nuanced understanding of the relationship between these artificially simplified variables in research.

NODIA

169. (A) A hypothesis is a specific, testable prediction, while a theory is a broader, well-substantiated explanation.
A scientific prediction is a specific, testable statement about what will happen in a single study. In contrast, a theory is a much broader explanation that has been supported by a large amount of evidence over time. While the prediction focuses on a single relationship, the theory provides a wider framework for understanding how different concepts and facts fit together logically.

170. (A) Both A and R are true and R is the correct explanation of A.
This statistical ratio is calculated by comparing the variation between group averages to the variation within each group. When the difference between groups is much larger than the natural variation among individuals, the resulting value will be high. This provides strong evidence that the treatment had a real effect, rather than the results simply being caused by random chance.

171. (B) Varies systematically with the independent variable.
This problematic factor is a specific type of outside influence that changes at the same time as the treatment. This makes it impossible to tell if the results were caused by the researcher's manipulation or by this hidden variable. To ensure that an experiment is accurate and that the conclusions are valid, these competing influences must be identified and removed from research.

172. (B) External validity
The extent to which the findings from a specific study can be applied to different people, places, and times is a key concern for researchers. This quality ensures that the knowledge gained is not just limited to the small group that was tested. Achieving this allows for the development of general theories and treatments that can benefit the broader population in reality.

173. (B) $H_1: \mu_1 \neq \mu_2$
When a researcher predicts that a difference will exist between two groups but does not state which one will be higher, they are using a non-directional approach. This is represented by a statement saying the averages are simply not equal. It allows for any type of significant change to be identified, providing a broad framework for investigating the potential effects of treatment.

174. (A) An increase in statistical power.
Having more participants in a study generally makes the statistical tests more sensitive and better able to find real effects. This increase in strength reduces the chances of missing a meaningful relationship that actually exists in the population. While it requires more resources, a larger group provides more reliable data and a firmer foundation for the conclusions drawn by the researcher.

175. (B) The same subjects are used in all conditions.
This experimental approach involves testing the exact same people under every different condition in the study. By doing this, the researcher can see how each individual reacts to each treatment. This method is highly effective because it removes the variation caused by natural differences between different people, making the final comparison of the averages much more sensitive and accurate for study.

176. (B) Partial
While many different methods exist to measure how factors relate to each other, some are not considered standard tools in basic scientific research. Some techniques are used for more advanced purposes or are variations of primary methods. The specific one mentioned as an exception is a specialized approach that focuses on looking at the link between two factors while removing the influence of others.

177. (B) It can identify interaction effects between the independent variables.
Using a single analysis for two factors at once is more powerful because it can identify how those factors work together. It reveals whether the impact of one treatment changes depending on the other, which separate tests cannot show. This provide a more detailed and realistic understanding of behavior while also being a more efficient way to manage the study data.

178. (B) Whether the observed difference is statistically meaningful or likely due to chance.
This term describes whether the gap between two group averages is large enough to be more

Click Here to Buy book on Amazon

been divided into three distinct conditions. Multiplying these together shows there are nine total combinations being tested, but the number of primary variables being manipulated remains at two throughout the study.

103. (B) Fail to reject the null hypothesis.
When the evidence from a study does not show a meaningful difference, the researcher must stick with the baseline assumption. This does not prove the assumption is true, but rather indicates that the current data is not strong enough to support a different conclusion. It is a cautious approach that prevents claiming an effect exists when it might just be random variation.

104. (C) Biserial
This specific correlation tool is designed for cases where one variable is measured on a continuous scale and the other has been simplified into two categories from an originally continuous source. This is useful for analyzing how a full range of scores relates to a binary outcome like passing or failing, assuming the underlying categorical data follows a normal, bell-shaped distribution.

105. (B) The number of participants that are 'free to vary' after certain parameters have been estimated.
In statistical analysis, this concept refers to the amount of information in the data that is available to estimate unknown values. It is based on the number of participants and the number of groups or parameters already determined. Essentially, it represents how many values in the calculation are allowed to change after the initial averages have been established for the test.

106. (D) Dogmatism
Scientific inquiry is built on the principles of evidence, impartiality, and the ability to repeat studies to verify results. It is an open process that welcomes challenge and change based on new data. In contrast, holding beliefs as absolute and unchangeable regardless of evidence is the opposite of this approach and has no place in a rigorous and objective environment.

107. (B) Directional hypothesis
When a prediction clearly states the expected outcome, such as an improvement in performance, it is categorized as a focused hypothesis. This type of statement specifies the nature of the relationship, rather than just saying a change will happen. It provides a more exact goal for the investigation and a clearer framework for interpreting the final results of the study or experiment.

108. (C) Categorical (or Nominal)
This type of variable represents distinct groups or labels that do not have a numerical value or a specific order. Even when numbers are used for coding, they only serve as names to identify different categories, like male or female. This kind of data is used to sort participants into groups for comparison rather than to measure a continuous or ordered scale.

109. (C) Stratified random sampling
When a large group is very diverse, the most effective way to get an accurate sample is to divide the population into smaller, similar subgroups. By randomly picking members from each of these specific sections, a researcher can ensure that every part of the diversity is included in the study. This method provides a much more representative and balanced final group.

110. (A) Both A and R are true and R is the correct explanation of A.
The primary goal of managing outside influences is to ensure that the treatment is the only factor causing the observed changes. If these influences are not handled, they can cloud the results and make the findings unreliable. By controlling these variables, researchers protect the accuracy of their study and ensure that the conclusions drawn about cause and effect are truly valid.

111. (D) The probability of correctly rejecting a false null hypothesis.
This term describes the ability of a statistical test to successfully identify a real effect or relationship when it actually exists in the population. A high level of this quality means the study is sensitive enough to correctly reject a false baseline assumption. Researchers aim for this to ensure they do not miss important findings due to small sample sizes or weak measures.

112. (A) Causality
The ultimate goal of a structured study plan is to provide strong evidence that one factor directly

Downloaded from www.pdf.tube

influences another. By carefully controlling the environment and manipulating specific conditions, researchers aim to move beyond simple descriptions or associations. This focus on identifying the underlying reasons why things happen is what allows for the development of effective interventions and a deeper understanding of behavior.

113. (C) 2x2 factorial design
This study design features two separate factors, each with two different conditions or levels. For example, it looks at both sleep time and caffeine use simultaneously. By examining these factors together, researchers can see not only the effect of each one alone but also how they might combine to influence reaction time. This provides a detailed and efficient way to explore interactions.

114. (D) As A increases, B decreases.
A negative value in a correlation indicates that two factors move in opposite directions. As the score for one goes up, the score for the other tends to go down. This does not prove that one thing causes the other, but it does show a consistent relationship where the increase in one variable is linked to a predictable decrease in the other one.

115. (A) The same group of subjects at two different times.
This statistical test is used when measurements are taken from the same individuals at two different points or from pairs of people who are closely linked. Because the two sets of scores are related, the test is specifically designed to account for this connection. This makes it a very sensitive tool for detecting changes or differences within the same or matched subjects.

116. (B) It involves manipulation of the independent variable but lacks random assignment.
This type of research setup involves changing a treatment factor but does not use random assignment to place participants into groups. It is often used in real-world settings where it is impossible to move people between conditions at will. While it provides useful data, the lack of randomization means researchers must be extra careful when drawing conclusions about cause and effect.

117. (A) Both Statement I and Statement II are true.
In a complex statistical analysis, it is entirely possible to see individual factors having an effect without them working together in a unique way. Conversely, a study might find that the factors only show an effect when they are combined, even if they show no impact on their own. Both situations are valid outcomes that provide different insights into how variables influence behavior.

118. (D) It is a single, fixed distribution regardless of sample size.
This mathematical distribution is flexible and changes its shape based on the number of participants in a study. While it is always bell-shaped and symmetrical, it has wider ends when the sample size is small. As the amount of data increases, it gradually takes on the exact shape of a standard normal distribution. Therefore, it is not a single, fixed curve.

119. (C) ANOVA
When comparing the averages of a continuous outcome across more than two distinct categories, a specific analysis of variance is required. This test evaluates the scores for each group to determine if any significant differences exist between them. It is the most appropriate way to assess how a categorical factor, like marital status, might relate to a measured scale like life satisfaction.

NODIA

120. (B) Comparing the blood pressure of a group of patients before and after taking a medication.
Linked measurements occur when the same individuals are tested under two different conditions, such as measuring a health indicator before and after a treatment. Because the scores come from the same people, they are naturally related to each other. This setup is ideal for seeing how much change occurred in each participant, providing a very clear picture of the treatment's specific impact.

121. (D) The nature of the dichotomous variable.
The choice between these two correlation tools depends on how the categorical factor is defined. One is used when the category is a natural, unchanging split, like gender. The other is appropriate when a continuous variable has been artificially divided into two groups, such as separating scores into high and low.

Understanding this distinction ensures that the correct mathematical model is used.

122. (B) Allows other researchers to verify the findings.
The ability for other investigators to repeat a study and find similar results is a cornerstone of scientific trust. It allows for the verification of findings and ensures that the original results were not just a fluke or the result of a specific error. By consistently finding the same outcomes, the scientific community builds a much stronger and more reliable body of knowledge.

123. (C) Continuous
This type of factor is defined by its ability to take on any numerical value along a scale, including fractions or decimals. Measurements like heat or distance provide a perfect example because they can be divided into smaller and smaller units without limit. This allows for very precise data collection and the use of powerful statistical tools to analyze relationships and trends.

124. (D) Sampling error
When a researcher studies a small group, the resulting average might not perfectly match the average of the total population. This gap between the sample's result and the actual population value is a natural part of the research process. It is not an error in the sense of a mistake, but rather a reflection of the variation that occurs when sampling.

125. (B) II and III only
Multi-factor studies are not limited to just two variables and can be expanded to include many more. They are highly efficient because they allow for testing several influences at once, saving both time and resources. A major benefit is the ability to see how these influences combine, which is essential for understanding the complex interactions that occur in real-world situations today.

126. (A) Type I error
This specific error occurs when a researcher incorrectly decides that a treatment has worked when it actually has no effect. It is like a "false alarm" where a significant result is claimed by mistake. Avoiding this error is a primary concern in scientific research because it prevents the adoption of ineffective treatments or the promotion of incorrect theories as being true.

127. (B) The researcher is confident that the independent variable caused the change in the dependent variable.
A study with high internal accuracy gives the researcher confidence that the change in the outcome was truly caused by the treatment they applied. It means that other possible reasons for the results have been successfully ruled out. This quality is essential for establishing clear causal links and is achieved through careful control of variables and the use of rigorous experimental designs.

128. (B) The observed difference between the group means could plausibly be due to chance.
When a statistical test does not reach the required level of certainty, it suggests that the observed difference between group averages could easily be a matter of random chance. This does not mean the groups are identical, but rather that the study did not find enough strong evidence to prove a real effect. It is a cautious conclusion based on data.

129. (C) Point-biserial correlation
This specific association measure is utilized when one variable is measured on a continuous scale and the other is a genuine, two-category attribute. An example would be relating actual test scores to the natural outcome of passing or failing a course based on its requirements. This calculation provides a numerical value that describes the strength of the link between these different data types.

130. (A) P-3, Q-4, R-1, S-2
A paired samples t-test is used when the same participants are measured twice, such as memory scores before and after training (P-3). One-way ANOVA compares means across three or more groups, like income across professions (Q-4). Product–moment correlation measures the relationship between two continuous variables, such as study hours and exam percentage (R-1). Independent samples t-test compares two separate groups, like arts and science students (S-2).

Click Here to Buy book on Amazon

93. (C) Conduct post-hoc tests to determine which specific group means differ.
When a general test shows that at least one group in a multi-group study is significantly different, further investigation is needed. This next step involves specific comparisons between pairs of groups to identify exactly where the differences lie. These follow-up tests are essential because the initial analysis only tells us that a difference exists, not which specific conditions are responsible for it.

94. (D) The variances of the two groups should be approximately equal (homogeneity of variance).
For this statistical test to be valid, the groups being compared should have similar levels of variation in their scores. This ensures that the comparison between the averages is fair and accurate. If one group is much more spread out than the other, the results of the test can be misleading. Maintaining this balance is a key requirement for reliable findings.

95. (A) I and II only
In research, specific roles are assigned to the factors under study. The manipulated treatment is expected to cause a change, while the outcome is what we measure. Factors that are kept steady are not changed to see their effect; instead, they are held constant to prevent them from interfering. Therefore, only the descriptions of the first two variable types are correct.

96. (B) Cyclical and self-correcting
Scientific inquiry is an ongoing process that constantly revises itself based on new evidence. It moves through stages of making predictions, testing them, and then using the results to refine future theories. This ability to change and correct previous errors over time is what makes the scientific approach a powerful and reliable way to build a deeper understanding of reality.

97. (B) A non-directional alternative hypothesis
This prediction states that a difference will occur but does not specify which group will score higher or lower. It is an open-ended suggestion of an effect that allows for the possibility of change in any direction. This type of hypothesis is useful when a researcher is exploring a new area and is not yet sure how the treatment will work.

98. (C) A subset of a population selected for a study.
In research methodology, a sample refers to a smaller group selected from a larger population for the purpose of conducting a study. Researchers analyze the sample to draw conclusions about the entire population. Proper sampling techniques help ensure that the sample represents the population accurately, allowing valid generalizations. The population is the whole group, while the sample is only a selected portion of it.

NODIA

99. (B) A 5% risk of rejecting the null hypothesis when it is actually true.
In hypothesis testing, the alpha level (α) represents the probability of committing a Type I error. When $\alpha = 0.05$, it means the researcher accepts a 5% risk of rejecting the null hypothesis even though it is actually true. This threshold helps determine statistical significance. If the p-value is less than 0.05, the null hypothesis is rejected, indicating that the observed result is unlikely due to chance alone.

100. (B) P-4, Q-3, R-2, S-1
Different statistical tools are used to answer specific types of questions. For instance, comparing two distinct groups uses one test, while linking a single group's scores over time uses another. When multiple groups are involved, a more complex analysis is needed. Finally, specialized correlations help define the relationship between a categorical trait and a continuous measurement of behavior or skill.

101. (C) Manipulation of an independent variable and random assignment.
The gold standard for establishing causality is a design that features active manipulation and the random placement of participants into groups. This ensures that the investigator is in charge of the treatment and that the groups are equivalent at the start. These elements work together to rule out alternative explanations, providing the strongest evidence that one factor causes another to change.

102. (A) 2
The name of this study design identifies the number of levels for each of the two factors involved. In this case, there are two separate independent factors, and each one has

possible. While they provide realistic data, the lack of random assignment means that pre-existing differences could still influence the results. Consequently, they are generally seen as having a lower level of internal accuracy compared to studies with full randomization.

141. (B) Dependent variable
In a study of cause and effect, the factor that represents the outcome being measured is what researchers focus on to see if any change occurred. It is expected to react to the different treatments or conditions applied during the investigation. By observing this variable, scientists can determine if their experimental manipulations had the intended impact and understand the nature of the results.

142. (A) Make a decision about a population based on sample data.
The main goal of this statistical process is to use information from a small group to draw conclusions about the total population. It provides a structured way to decide if the findings are strong enough to support a broader claim. By evaluating the data against established thresholds, researchers can make logical decisions about whether an effect or relationship likely exists in reality.

143. (B) All individuals diagnosed with schizophrenia in India.
A total group that shares a specific characteristic of interest to the researcher is the focus of a study. For example, all people in a country who have been given a certain diagnosis represent a complete set that the study aims to understand. While a sample is taken for testing, the ultimate findings are meant to apply to this entire group.

144. (D) Having a very small effect size in the population.
The ability of a study to detect a real effect is reduced when the actual difference in the population is very small. In these cases, it becomes much harder for statistical tests to distinguish the effect from random noise. To overcome this, researchers often need larger samples or more sensitive measures to ensure they have enough strength to find the relationship.

145. (A) I, II, III
Study designs can be ranked by how well they control for outside influences and establish cause and effect. The simplest models have the least control, while those that add comparison groups provide more certainty. The most rigorous designs use random assignment to provide the highest level of accuracy, ensuring that the results are a true reflection of the treatment being studied.

146. (B) Due to the experimental manipulation or treatment.
In an analysis of variance, this term describes the portion of the total variation in scores that is caused by the experimental treatment itself. It measures how much the different group averages deviate from the overall average of all participants. A large amount of this variation suggests that the treatment had a significant and meaningful impact on the study outcome.

147. (A) Spearman's rho
When researchers want to find the association between two sets of data that are given as rankings, a specialized correlation tool is needed. This method calculates how closely the two orders align with one another. It is perfect for ordinal data because it does not require the precise numerical values that are used in standard linear calculations between continuous interval scales in research.

148. (B) 48
In this statistical test, the value used for analysis is based on the total number of participants minus the number of groups. For two independent groups of twenty-five people each, the total is fifty. Subtracting one from each group gives a final count of forty-eight. this number is essential for finding the correct threshold to determine if the results are significant.

149. (A) It is subject to change in light of new evidence.
Scientific knowledge is characterized by its openness to change as new information becomes available. Rather than being absolute, conclusions are always based on the best current evidence. This means that as research tools improve and more studies are conducted, previous ideas can be refined or replaced. This tentative nature is a strength, as it ensures science stays grounded in reality.

Downloaded from www.pdf.tube

150. (B) A control variable is allowed to vary freely in an experiment.
In an experiment, specific roles are assigned to different factors. While the manipulated treatment and the measured outcome are central, certain factors are intentionally held steady to prevent them from interfering. The statement that these factors are allowed to vary freely is incorrect because their purpose is to remain constant to ensure the only thing changing the result is the experimental manipulation.

151. (B) Both Statement I and Statement II are false.
Picking participants entirely by chance does not guarantee a perfect mirror of the population, but it does remove intentional bias. On the other hand, choosing people because they are easy to reach is a non-random method that does not follow probability rules. Therefore, both statements are incorrect regarding the guarantees of random sampling and the nature of picking participants by convenience.

152. (A) Type I error; Type II error
There are two primary types of mistakes in statistical testing. The first involves claiming an effect exists when it actually does not, which is like a "false alarm." The second occurs when a researcher fails to identify a real effect that is present. Both are important to understand as they represent different ways that a study's conclusions can be technically incorrect.

153. (C) The effects of the pre-test.
This advanced experimental design uses four separate groups to see if the act of taking an initial test influences the final results. By comparing groups that took the first test with those that did not, researchers can isolate the specific impact of the testing process itself. This provides a very high level of control over the internal accuracy of the experiment.

154. (C) Is there a significant difference somewhere among the means of three or more groups?
The primary goal of this statistical analysis is to determine if any significant differences exist among several group averages. Instead of looking at just two groups, it evaluates the variation across three or more conditions simultaneously. This helps researchers see if a single factor with multiple levels has created a meaningful overall effect on the outcome they are measuring in study.

NODIA

155. (B) I and III only
A perfect relationship is shown by the maximum positive score, indicating that variables move together exactly. However, a score of zero only means there is no linear connection, not that no relationship of any kind exists. Finally, while a correlation must be present for causation, it is not enough on its own to prove one thing caused the other.

156. (B) The sum of the squared deviations from a mean.
This statistical term refers to the total amount of variation found in a set of data by calculating the distance between each score and the average. These distances are squared to remove negative values and then added together. This calculation provides a fundamental measure of the overall spread of scores, which is then used to compare differences between and within groups.

157. (B) A t-test for correlated samples.
When an investigator compares the scores of the same individuals before and after a treatment, they are using linked measurements. The most appropriate statistical test for this situation is one designed for paired samples. This approach is powerful because it looks at the change within each person, effectively removing the noise created by differences between individuals and making the results more accurate.

158. (D) Guaranteeing the external validity of the results.
A rigorous study plan focuses on changing a factor, measuring the outcome, and managing outside influences to ensure accuracy. However, no design can completely guarantee that its findings will perfectly apply to every other setting or group of people. While researchers strive for this generalizability, it is not an inherent or guaranteed feature of the experimental design itself at the outset.

159. (B) Testable and precise
For a scientific prediction to be effective, it must be stated in a clear and exact way that allows for objective testing. This ensures that the results can be used to either support or challenge the

idea. Vague statements or those based purely on personal feelings cannot be verified through evidence and are therefore not useful for moving scientific knowledge forward in research.

160. (C) P-3, Q-4, R-1, S-2
In hypothesis testing, a Type I error occurs when a true null hypothesis is incorrectly rejected (P-3). A Type II error occurs when a false null hypothesis is not rejected (Q-4). Correct rejection happens when the null hypothesis is false and is properly rejected (R-1). Correct retention occurs when the null hypothesis is true and the researcher correctly does not reject it (S-2). These outcomes describe possible decisions in statistical testing.

161. (B) Ordinal variable
This type of variable uses categories that have a logical order but do not have a precise numerical distance between them. For instance, ranking something as low or high shows a clear sequence, but it doesn't say exactly how much more of the trait is present in the higher category. This is different from labels that have no order or numerical scales.

162. (B) Hidden or hard-to-reach populations.
This specific way of finding participants relies on existing members of a group to help find more people to join the study. It is especially useful for reaching individuals who might be difficult to locate through traditional means, such as those in hidden communities. While not a random process, it is an essential tool for researching sensitive or rare subjects in society.

163. (A) Provide a baseline against which the effect of the treatment can be measured.
In an experiment, this group is used to establish a standard level of performance without the treatment being studied. By comparing their results to the group that did receive the treatment, researchers can see the actual impact of the intervention. This baseline is essential for ruling out other reasons for any changes that might have occurred during the research study.

164. (D) 6
To determine the total number of groups in this type of study, you multiply the number of conditions in the first factor by the number in the second. In this specific setup, there are two levels for one factor and three for another. This calculation results in six distinct situations, allowing for a detailed look at how different combinations of factors affect the participants.

165. (B) The relationship between IQ score and annual income.
This standard linear association measure is best used when both factors are measured on a continuous numerical scale. For example, relating intelligence scores to income provides a clear comparison of two variables that exist along a range. This calculation helps researchers understand the strength and direction of the connection between these two measurable traits within a population of study participants today.

166. (B) Normally distributed
For this statistical comparison to provide accurate results, it is assumed that the scores in the larger population follow a specific, bell-shaped distribution. This symmetry in the data ensures that the averages being compared are representative of the true center of the groups. While the test can handle some variation, a reasonably normal shape is a fundamental requirement for reliable study conclusions.

167. (B) Lack of a comparison group, making it hard to rule out alternative explanations.
The main weakness of very simple study designs is that they often lack a separate group for comparison. Without a group that does not receive the treatment, it is impossible to be sure that the observed changes were not caused by something else, like time or natural growth. This lack of control significantly limits the strength of the evidence provided by these designs.

168. (A) Range
This basic measure of variation is found by simply calculating the distance between the highest and lowest scores in a set of data. It provides a quick look at the total spread of information but does not tell you much about how most of the scores are clustered. While easy to find, it is sensitive to extreme values at the ends.

Click Here to Buy book on Amazon

131. (B) Good people have more positive life experiences than bad people.
For a prediction to be scientifically valid, it must be possible to measure the concepts involved in an objective way. Statements about whether people are "good" or "bad" are based on personal opinions and values rather than observable facts. Because these qualities cannot be clearly defined or tested with empirical data, they fall outside the realm of testable scientific hypotheses.

132. (B) Constancy
This control technique involves keeping an outside factor at the exact same level for every participant in an experiment. By ensuring that this factor does not change, the researcher removes its potential to influence the results differently across groups. This helps isolate the effect of the primary treatment, making the final conclusions about cause and effect much more reliable and accurate.

133. (C) Purposive Sampling
Some methods for picking participants do not give every member of the population a known or equal chance of being selected. Instead, they rely on the researcher's judgment to pick individuals who fit a specific goal or characteristic. While useful for exploring certain topics, these approaches are not based on random selection and therefore belong to the non-probability category of sampling.

134. (D) A lower risk of Type I error and a higher risk of Type II error.
When a researcher makes the requirements for finding a significant result more difficult, they reduce the risk of claiming an effect when none exists. However, this stricter standard also makes it easier to miss real effects that are actually present. This creates a trade-off where increasing the safety against one type of error naturally increases the likelihood of committing the other.

135. (C) Pre-experimental
This basic study structure involves looking at a single group just once after they have experienced a treatment. Because there is no comparison group and no initial measurement, it is impossible to tell if any changes actually occurred because of the treatment. This is the simplest type of design and provides the weakest evidence for any real causal relationship between variables.

136. (C) Three
In an analysis involving two separate factors, researchers typically perform three specific mathematical comparisons. They calculate one value for the first factor's overall effect, another for the second factor's overall effect, and a third for the unique way the two factors might work together. These results allow for a comprehensive understanding of the different influences that are present within the study.

137. (D) It cannot establish cause-and-effect relationships.
One major drawback of simply looking at how factors relate to each other is that it cannot prove that one thing causes another to change. Even a very strong link might be the result of a third, unmeasured factor influencing both. While excellent for predicting outcomes, this method lacks the controlled conditions needed to establish the underlying reasons why a relationship exists.

138. (B) Comparing the test scores of students matched on IQ.
This statistical test is appropriate when the groups being compared are linked in a specific way, such as by pairing participants who have similar characteristics. By matching people on a trait like intelligence, the researcher can more clearly see the effect of the treatment while reducing the noise caused by individual differences. This makes the comparison of their averages more accurate.

139. (A) Based on a systematic, empirical, and controlled process.
The term scientific implies that an investigation follows a structured, evidence-based path to gather knowledge. This involves using objective observations and controlled experiments to test ideas rather than relying on intuition or authority. By following this systematic approach, researchers can build a reliable body of information that is grounded in actual findings and can be verified by others in the field.

140. (B) Both A and R are true but R is not the correct explanation of A.
These designs are valuable because they allow for research in natural settings where randomly moving people into different groups is not

NODIA

than just a coincidence. It is a mathematical evaluation of whether the results are likely to be real or just caused by random variation in the data. Understanding this helps researchers decide if their findings are strong enough to support their theories about the population.

179. (C) Comparing the anxiety levels of a group of individuals before and after a public speaking task.
This statistical test is required when the two groups being compared have a direct connection, such as measuring the same people twice. By looking at anxiety levels before and after a task, the researcher is comparing linked measurements within the same individuals. This method is highly sensitive for detecting changes because it uses each person as their own baseline for comparison during study.

180. (B) Cumulative
Scientific inquiry is a process where new findings are constantly added to what is already known, creating a growing body of information. Each study builds on previous work, refining old theories and developing new ones. This ongoing, collaborative nature ensures that knowledge is not static but rather evolves and improves over time through the collective efforts of researchers across the entire field.

181. (A) Both Statement I and Statement II are true.
A fundamental requirement for any scientific prediction is that it can be tested against evidence. This means it must be possible to find data that could prove the statement wrong. If a hypothesis is formulated in a way that it can never be refuted, it cannot be used to objectively investigate reality. Both statements correctly highlight this essential rule of scientific methodology today.

182. (B) Independent variable with three levels.
In this study, the factor being varied to see its effect on participants' feelings is the primary treatment. Because there are three different versions being tested, it is described as having three distinct levels. The researcher's goal is to observe how these specific changes influence the outcome, making it the central manipulated variable in the investigation of behavior and mood for study.

183. (C) Systematic sampling
This specific way of picking participants involves following a set pattern, which gives every member of the population a known and equal chance of being included. This structure ensures that the selection process is objective and not based on the researcher's personal choice. By following this rule, the study group is more likely to be a fair representation of the whole population.

184. (B) The p-value is less than or equal to the alpha level.
Investigators decide that a result is meaningful when the probability of it occurring by chance is below a specific threshold they have set. If this calculated value is small enough, it provides strong evidence against the idea that nothing happened. This allows the researcher to move away from the initial baseline assumption and support the idea that a real effect was found.

185. (A) I and II only
True experimental designs provide the highest level of control because researchers manipulate the independent variable and randomly assign participants to groups, reducing bias and improving internal validity. Quasi-experiments are used when random assignment is not possible, often in real-world settings. However, pre-experimental designs lack strong control and are highly vulnerable to threats to internal validity, making statement III incorrect.

NODIA

186. (B) 2
This study design features two separate independent factors, allowing researchers to examine the overall impact of each one individually. These individual impacts are the primary effects being tested. By looking at both factors at the same time, the investigator can see how each one contributes to the outcome, providing a clearer picture of the different forces involved in the results.

187. (B) Error variance
In an analysis of variance, this term represents the variation among individuals within the same group that cannot be explained by the treatment. It is considered the natural "noise" or random variation present in any sample. Subtracting this from the total variation helps researchers isolate the actual effect of the experimental

conditions. By doing this, the researcher ensures that no participant is influenced by taking part in more than one group. This approach is helpful for avoiding the effects of practice or fatigue that can occur when the same individuals are tested repeatedly under several different conditions within one study.

265. (B) A two-way ANOVA
When a study features two separate factors, the most appropriate way to analyze the data is to use a more complex analysis of variance. This test allows researchers to see the individual impact of each factor as well as their unique combined effect. It is the most efficient and detailed way to manage and interpret results from a study with this structure.

266. (B) External validity
This specific type of validity is concerned with whether the findings of a study can be applied to different people and real-world settings. Researchers want to be sure that their results are not just limited to the specific group or laboratory where the study took place. Achieving this allows for the development of general theories that are useful for everyone.

267. (A) To compare the means of two independent groups.
This statistical test is used when comparing the averages of two groups that have no shared members or links. For instance, looking at the difference in behavior between people in two very separate categories ensures the samples are independent. This allows for a clear comparison of the group means to see if a significant difference exists between these two distinct populations.

268. (B) Inferential statistics
This core concept in data analysis focuses on using information from a sample to make broader statements about a total population. It helps determine if the gaps between group averages are likely to be real or just caused by random variation. This branch of statistics is essential for making logical decisions and drawing conclusions based on the evidence gathered in research.

269. (B) Falsification
The scientific approach is built on the idea that any theory must be capable of being proven wrong through observation and evidence. This ensures that ideas are grounded in reality and can be tested objectively. By framing ideas in a way that allows for them to be challenged, science remains a flexible and self-correcting process for building a deeper understanding.

270. (B) Confounding variable
This problematic factor is an outside influence that could provide a competing explanation for the results of an experiment. It makes it difficult to tell if the treatment actually caused the change or if this hidden variable was responsible. To ensure that an experiment is accurate, researchers must identify and eliminate these influences so the final conclusions are truly valid.

271. (B) Stratified random sampling
When a researcher wants to be sure that every part of a diverse population is included in a study, they use a method that divides the group into smaller, similar subgroups. By randomly picking members from each of these sections, the final group is more likely to mirror the actual proportions of the total population, providing much more accurate and balanced findings.

272. (B) Rejected
When the evidence from a study is strong enough to show a meaningful difference, the researcher decides to move away from the initial baseline assumption. This decision is based on a low probability of the results being caused by random chance. By doing this, the investigator supports the idea that a real effect or relationship was found in the data collected.

273. (B) Causal hypothesis
The primary goal of a structured study plan is to provide a powerful test of whether one factor directly causes another to change. By carefully controlling the environment and manipulating specific conditions, researchers aim to establish solid evidence for causality. This focus on finding the underlying reasons why things happen is what allows for the development of effective interventions and theories in research.

274. (A) The first IV depends on the level of the second IV.
This phenomenon occurs when the impact of one factor changes depending on the level of another

Downloaded from www.pdf.tube

changes how much time people spend outside, which relates to other behaviors. Understanding this helps avoid the mistake of assuming a direct cause between unrelated events.

198. (B) The population from which the data is drawn follows a specific distribution, usually normal.
This type of statistical test is based on the requirement that the data comes from a population with a known, specific shape, typically a bell curve. This assumption allows for the use of powerful mathematical formulas to analyze the results. If the data is too skewed or does not follow this pattern, the findings of the test may not be reliable for research.

199. (C) The difference is unlikely to have occurred due to random chance or sampling error.
When the gap between group averages is deemed meaningful, it means that the results are unlikely to have happened by random coincidence. This suggests that a real effect or difference was found in the study. While it does not prove the findings are important in a practical sense, it does provide evidence that the observed changes are linked to the treatment applied.

200. (A) Both A and R are true and R is the correct explanation of A.
A value of negative one shows that two factors are perfectly linked in opposite directions. For every increase in one, there is a predictable and exact decrease in the other. This allows for total accuracy when using one variable to guess the value of the other. Both the description of the relationship and the explanation for how it works are fundamentally correct in research.

201. (C) Experimental method
The most effective way to see if one thing causes another is to use a method that actively changes conditions while controlling for outside factors. By manipulating the treatment and measuring the reaction, researchers can rule out other reasons for the change. This approach is the only one that provides a high level of certainty about the underlying reasons for observed behavior.

202. (A) Specific, testable statement
A scientific prediction is much more than just a general inquiry because it makes a specific statement that can be tested against evidence. It suggests a clear relationship between factors that the study aims to verify. This focused approach allows for objective measurement and the ability to find data that either supports or refutes the idea, moving the entire research process forward.

203. (A) Potential covariate or control variable.
In a study of change, an initial measurement can be used to account for pre-existing differences among participants. By tracking this starting point, researchers can more accurately see how much of the final result was actually caused by the treatment rather than where the person began. This helps in refining the final analysis and ensuring the conclusions about weight loss are valid.

NODIA

204. (D) Quota sampling
Some methods for picking participants do not use a random process that gives everyone an equal chance of being chosen. For example, setting specific targets for certain categories relies on the researcher's choice to fill those spots. While it ensures a diverse group, it lacks the objective foundation of probability and therefore belongs to the non-random category of sampling techniques.

205. (C) Obtaining the observed results, or more extreme results, if the null hypothesis were true.
This calculated value represents how likely it is to find the observed results if the baseline assumption of no effect were actually true. If this probability is very small, it suggests that the findings are not just a fluke of random variation. This provides the evidence needed to move away from the initial assumption and support the experimental findings as meaningful.

206. (A) Random assignment
A major difference in certain study designs is the inability to use a process that places participants into groups entirely by chance. This often happens in real-world settings where people are already in pre-set groups, like classrooms. While these studies still vary the treatment, the lack of random placement means researchers must be more careful when claiming that one thing caused another.

207. (A) Three independent variables, each with two levels.
This complex study design features three separate independent factors, and each of those factors has two distinct levels or conditions. By looking at all three factors at the same time, researchers can see how each one works on its own and how they all combine together. This provides a very detailed and thorough understanding of the various influences on the outcome.

208. (A) Interval
To use this standard linear association measure, the variables must be measured on a scale where the distance between numbers is consistent and meaningful. This level of precision is necessary for the mathematical calculation to accurately reflect the strength and direction of the relationship. Without this kind of scale, the results of the correlation would not be valid for analysis.

209. (B) William Sealy Gosset
This famous statistical test was developed by a scholar who had to publish his work under a hidden name due to his job at a brewery. His real identity was later revealed, and his contribution became a cornerstone of modern data analysis. His method provides a powerful way to compare averages even when working with relatively small groups of study participants.

210. (D) I, II and III
Probability sampling involves random selection, allowing researchers to estimate sampling error and make statistical generalizations about the population. Non-probability sampling, such as purposive or convenience sampling, is frequently used in qualitative research where the focus is on depth rather than representativeness. A sampling frame refers to the complete list of elements or units in the population from which the researcher selects a sample for the study.

211. (C) Fail to reject the null hypothesis.
When the calculated value from a statistical test is smaller than the required threshold, it means the evidence is not strong enough to show a meaningful difference. In this case, the researcher must stay with the initial baseline assumption that no effect was found. This is a cautious decision that prevents claiming a result exists when it might just be noise.

212. (B) Time-series design
This type of research setup involves taking multiple measurements over a long period, both before and after a treatment is introduced. By observing the trend over time, researchers can see if the intervention created a lasting and significant change. This approach is more powerful than a simple one-time look because it helps rule out temporary fluctuations as reasons for the results.

213. (D) t-test for correlated samples
When comparing two groups that are directly linked, such as people who are paired based on a shared characteristic or relationship, a specific statistical test is needed. This test is designed to account for the connection between the scores, making it much more sensitive than comparing independent groups. It is the best choice for seeing differences within these related sets of data.

214. (B) They can be proven with absolute certainty.
Scientific predictions are valuable tools for testing ideas, but they can never be proven with absolute, final certainty. This is because science is an ongoing process where new evidence can always emerge and change what we previously thought was true. A hypothesis is a testable suggestion derived from logic, but it remains open to revision as our understanding grows.

215. (A) III, II, IV, I
Scientific research generally begins with a literature review to understand existing knowledge and identify gaps. Based on this review, the researcher formulates a hypothesis that can be tested. The next step is data collection through appropriate methods or experiments. Finally, the collected data are analyzed and interpreted to determine whether the hypothesis is supported and to draw meaningful conclusions from the findings.

216. (C) Dependent variable
In an investigation, the factor that the researcher is interested in explaining or predicting is the outcome of the study. This factor is measured to see how it reacts to different conditions or

Click Here to Buy book on Amazon

influences. By focusing on this variable, scientists can determine if their theories are correct and gain a better understanding of the reasons behind certain behaviors or mental processes.

217. (C) Quasi-experimental design.
This type of research setup features both a treatment group and a comparison group but does not use a random process to place people into them. While it is more controlled than the simplest designs, the lack of random assignment means that pre-existing differences could still affect the results. It is often used in natural settings where perfect control is impossible.

218. (B) The effect of one independent variable is not the same at all levels of the other.
This phenomenon occurs when the impact of one factor changes depending on the level of another factor in the study. It means that the relationship between the treatment and the outcome is more complex than a simple cause and effect. Identifying this helps researchers understand the specific conditions under which a treatment is most or least effective for behavior.

219. (B) Answering a test item correctly (yes/no) and the total score on the test.
This association measure is used to link a natural, two-category factor, like a single test question being right or wrong, with a continuous scale, such as a total score. It helps determine if individual items are actually related to the overall measurement being taken. This is a vital tool for ensuring that tests are well-constructed and provide accurate information.

220. (A) P-4, Q-2, R-1, S-3
In hypothesis testing, α (alpha) represents the probability of committing a Type I error, which is rejecting a true null hypothesis (P-4). β (beta) indicates the probability of a Type II error, failing to reject a false null hypothesis (Q-2). The term $1-\beta$ represents the statistical power of a test, meaning the ability to correctly reject a false null hypothesis (R-1). H_0 denotes the null hypothesis itself (S-3).

221. (A) 3x2
This study design features two separate factors. The first one has three different conditions, and the second one has two. To describe the overall setup, these numbers are placed together. By looking at all these combinations simultaneously, the researcher can see how different levels of noise and difficulty work together to influence how well participants perform on the given task.

NODIA

222. (C) The degrees of freedom.
In the formal report of a statistical test, the number in the brackets identifies how much information was available to calculate the result. This value is based on the total number of participants and is essential for finding the correct threshold to determine if the findings are significant. It helps other researchers understand the scope and reliability of the final conclusions.

223. (A) Minimizing bias and personal judgment in the research process.
The goal of being impartial in research means that the process and the findings should be as free as possible from the investigator's personal feelings or expectations. By using standardized methods and objective measurements, researchers ensure that their results are based on actual evidence. This allows for a more accurate and trustworthy understanding of the phenomena being studied in research.

224. (B) It must be a statement that can be tested.
A scientific prediction must be a clear and specific statement that can be tested through observation and measurement. It is more than just a question; it is an educated guess about the relationship between factors that the study aims to investigate. This allows researchers to gather data that either supports or challenges the idea, providing a firm foundation for building knowledge.

225. (A) Age or time
In this type of study, the primary factor that the researcher is tracking to see its effect on growth is the passage of time. As participants get older, their abilities are measured at different stages. This makes the time or age the central influence being investigated, as it is what drives the potential changes in how children develop their communication skills.

245. (A) I and II only
ANOVA stands for Analysis of Variance and is used to test whether there are significant differences between the means of two or more groups. In a one-way ANOVA, there is one independent variable with multiple levels and one dependent variable being measured. However, ANOVA is not used to measure the strength of association between variables; correlation analysis is used for that purpose.

246. (C) No interaction effect.
In a complex study involving two factors, a specific graph can show how they work together. If the lines representing the effects are completely parallel, it suggests that the factors are working independently and do not influence each other's impact. This lack of a unique combined effect means that the relationship between the variables is straightforward and not an interaction.

247. (B) Test item analysis
This specialized association tool is primarily used during the development and evaluation of assessments. It helps researchers understand how the results of a single item, which has been simplified into two groups, relate to the overall score on the test. This is an essential part of ensuring that each part of a measure is actually contributing to the total result in study.

248. (A) t-test for independent samples
This specific value represents the amount of natural variation that is expected when comparing the averages of two different groups. It is a fundamental part of the formula used to determine if a difference is statistically significant. By understanding this natural noise, researchers can more accurately judge if the observed gap between group means is likely due to a real effect.

249. (A) allows for the examination of both main effects and interaction effects.
A major benefit of using a study with several factors is that it can show how different influences work together. It reveals whether the effect of one treatment depends on the level of another, which simpler studies cannot do. This provides a much more complete and realistic understanding of how various factors interact to influence behavior and mental processes in reality.

250. (C) P-3, Q-4, R-1, S-2
Pre-experimental designs lack proper control groups or randomization and are highly vulnerable to validity threats (P-3). True experimental designs involve manipulation of the independent variable along with random assignment of participants, allowing strong causal conclusions (Q-4). Quasi-experimental designs manipulate the independent variable but do not use random assignment (R-1). Correlational designs measure variables as they naturally occur without manipulation (S-2).

251. (C) A theoretical or hypothetical concept that is not directly observable.
In research, certain ideas like happiness or intelligence cannot be seen or measured directly. These theoretical concepts are created to explain patterns of behavior and must be defined by specific tests or observations. While they are not physical objects, they are essential for organizing our understanding of the mind and for developing measurable ways to study human experiences in research.

252. (A) A directional hypothesis
When a researcher states exactly what they expect to happen, such as one group showing more of a certain behavior than another, they are using a focused prediction. This statement specifies the path of the effect, providing a clear goal for the investigation. By naming the expected winner, it gives a more precise framework for interpreting the final results of the study.

253. (C) Control variable
In an experiment, certain factors are intentionally held at the same level for all participants to prevent them from affecting the results. These are not the factors being changed or the ones being measured. Instead, they are kept steady to ensure that the only thing causing a difference in the outcome is the actual treatment that the researcher is investigating for causality.

254. (B) A list of all the units in the population from which a sample will be selected.
To get a proper sample, a researcher first needs a complete list of every individual in the total population they are interested in. This list provides the foundation for the selection process, ensuring that everyone has a chance to be picked.

Downloaded from www.pdf.tube

the investigation concludes that there is no difference when one truly exists. This often occurs when a study lacks the sensitivity or the large sample size needed to detect the actual impact of the treatment or condition.

236. (B) A one-group pretest-posttest design.
This study design involves measuring a single group once before a change and then once again after the change has occurred. It is a simple way to see if an intervention created a difference in that specific group. While it provides an initial look at potential effects, the lack of a comparison group makes it harder to rule out other reasons.

237. (A) The ANOVA F-test does not tell you which specific group means are different from each other.
When an initial test shows that at least one group in a study is significantly different, more detailed comparisons are needed to find exactly where those differences lie. These follow-up tests are essential because the first analysis only provides a general conclusion about the overall groups. They allow researchers to pinpoint which specific treatments or conditions were actually responsible for findings.

238. (A) -0.85
The power of a relationship is shown by how far the numerical value is from zero, regardless of whether it is positive or negative. A value very close to the maximum possible score of one indicates a very strong and consistent link between the two factors. This high level of association allows for much more reliable predictions about one variable based on another.

239. (A) The average number of sick days taken by employees in two different departments.
This statistical test is best used when comparing the averages of two groups that have no shared members or specific connections between them. For example, evaluating the difference in behavior between people in two separate work departments ensures the samples are independent. This allows for a clear comparison of the group means to see if a significant difference exists between populations.

240. (B) Direct observation and measurement
The core of the scientific approach is the belief that knowledge must be grounded in actual evidence that can be seen or measured. Rather than relying on pure logic or intuition, researchers must observe phenomena in the real world to draw valid conclusions. This focus on direct evidence ensures that theories are based on observable facts that others can also verify.

NODIA

241. (D) Null hypothesis
The baseline prediction in a study represents the idea that no effect or relationship exists between the factors being compared. It is the starting point that researchers try to challenge by gathering evidence. This statement serves as a neutral assumption that any observed differences are merely the result of random chance rather than a real and meaningful impact of treatment.

242. (A) Including the variable as a covariate or using matching
To ensure that an outside factor does not interfere with the results, researchers can use a technique that accounts for that factor during the analysis. This helps in separating the effect of the primary treatment from other potential influences. By including this factor in the study plan, the final conclusions about cause and effect become much more accurate and statistically reliable today.

243. (C) Simple random sampling
In this sampling method, every individual in the total population has an identical and separate chance of being chosen for the study. This process is completely objective and removes any potential bias from the researcher's choice. By using this fair and randomized selection, the resulting group is much more likely to be a representative snapshot of the entire larger population.

244. (A) 5%
When a researcher sets a threshold for significance, they are directly choosing the level of risk they are willing to take for making a specific type of error. If this level is set at five percent, it means there is exactly that much chance of incorrectly claiming an effect exists when it does not. This standard limit helps maintain the rigor of research.

226. (A) It allows for the estimation of the extent to which findings based on the sample are likely to differ from the population.
The main benefit of using a random process to pick participants is that it allows for a mathematical estimate of how much the sample might differ from the total population. This provides a clear measure of the reliability of the findings. Without this foundation, it is impossible to be sure how well the study group truly represents everyone else.

227. (A) Type I error
Incorrectly claiming that a result is significant when nothing actually happened is much like a medical test saying a healthy person has a condition. In both cases, the conclusion is a "false positive" that does not match reality. This type of mistake is a primary concern in research because it can lead to the acceptance of incorrect theories or ineffective treatments.

228. (C) Posttest-only control group design.
The most basic high-level experiment involves measuring two groups only after a treatment has been given to one of them. By using random assignment to create the groups, the researcher ensures they are equivalent from the start. This allows for a clear comparison of the averages to see if the treatment caused a significant difference in the final outcome between groups.

229. (A) There is no statistically significant evidence that the population means are different.
When a general test across multiple groups does not find a significant result, it means the evidence is not strong enough to prove that the population averages are different. This is a cautious conclusion based on the data collected. It suggests that any observed gaps between the group means in the sample could simply be the result of chance.

230. (A) Both A and R are true and R is the correct explanation of A.
This specific statistical test is considered very durable because it can still give accurate results even when some of its requirements are not perfectly met. For instance, if the data is not perfectly bell-shaped, the test often still works well, especially if the sample size is large enough. This flexibility makes it a reliable tool for researchers today.

231. (B) Create equivalent groups at the start of the experiment.
The primary goal of placing participants into groups entirely by chance is to ensure that all conditions are balanced from the very beginning. This process spreads out individual differences so that no group starts with an unfair advantage. By creating these equivalent groups, any final differences in the outcome can be much more confidently attributed to the actual treatment being studied.

232. (B) Artificially dichotomous
This specialized association measure is utilized when two factors have been simplified into two categories each, but both are assumed to exist along a continuous scale in reality. For instance, it can relate passing or failing on two different tests, assuming the underlying skills are measurable abilities. This provides a way to understand relationships in data simplified for certain types of analysis.

233. (B) Fisher
The primary ratio used in an analysis of variance is named after a pioneering statistician whose work transformed the field of modern data analysis. His name is synonymous with the rigorous mathematical foundations that allow researchers to compare multiple groups simultaneously. His contributions provided the tools necessary for modern scientists to draw reliable conclusions about complex interactions and effects in research.

234. (A) Can take on different values or categories.
In a scientific context, this term describes anything that can exist in different amounts or categories. It is the opposite of a constant, as its values can change across different individuals or situations. Identifying and measuring these factors is a fundamental part of the research process, as it allows scientists to investigate how different things relate to or influence one another.

235. (A) Fails to reject a false null hypothesis.
This statistical error happens when a researcher fails to identify a real effect or relationship that is actually present in the population. Essentially,

Click Here to Buy book on Amazon

Without this organized list, it is much harder to perform the kind of randomized sampling necessary for a representative research study.

255. (A) Type II error
This specific statistical mistake occurs when a researcher fails to identify a real effect that is actually present in the data. It is like a "false negative" where a significant relationship or difference is overlooked. This often happens when a study is not sensitive enough or the sample size is too small to detect the actual impact of treatment.

256. (A) It fails to control for numerous threats to internal validity, like history and maturation.
The main problem with very simple one-group studies is that they do not have a separate group for comparison. This makes it impossible to be sure that any changes were actually caused by the treatment rather than just the passage of time or other outside events. This major flaw significantly reduces the strength of the evidence provided by such basic designs.

257. (A) Two independent variables, with 2 and 4 levels respectively.
This study design features two separate independent factors. The first factor has two different conditions, and the second one has four. This allows for a detailed look at how different levels of these factors work together. By examining all these combinations, researchers can gain a much deeper understanding of the various influences that are affecting the final outcome measured.

258. (A) There is a linear relationship between the variables.
For this standard linear association measure to be accurate, the relationship between the two variables must follow a straight line. This means that as one factor changes, the other changes in a consistent and predictable way. If the relationship is curved or irregular, this mathematical formula will not provide a valid or reliable description of how variables are linked.

259. (B) A t-test can only compare two means, while an ANOVA can compare two or more means.
The main difference between these two statistical tools is the number of groups they can handle at once. While one is limited to comparing only two averages, the other is more flexible and can evaluate three or more conditions simultaneously. This makes the second test a more powerful choice for studies that involve multiple different levels of a treatment or factor.

260. (C) A is true but R is false.
While placing participants into groups by chance is a key part of rigorous studies, its main goal is to ensure the groups are equal at the start of the study. This protects the internal accuracy of the experiment by ruling out pre-existing differences. It does not necessarily ensure that the results will apply to other settings, which is a different concern altogether.

261. (B) Two levels
For a researcher to see if a factor has any impact, it must be divided into at least two different conditions or levels. This allows for a comparison between the groups to see if the changes in the treatment led to changes in the outcome. Without at least two different versions to compare, it is impossible to investigate any potential cause and effect.

262. (B) Both Statement I and Statement II are false.
Biserial correlation is used when one variable is continuous and the other represents an artificial or underlying dichotomy derived from a continuous variable. In contrast, point-biserial correlation is used when one variable is continuous and the other is a true dichotomous variable, such as gender or pass–fail. Since the statements reverse these definitions, both Statement I and Statement II are incorrect.

263. (B) Longitudinal
This type of investigation involves following the exact same group of people over many years to see how they change as they grow. By taking measurements at several different ages, researchers can get a very clear picture of individual development. This approach provides a detailed look at long-term trends and how earlier experiences might influence outcomes much later in life.

264. (B) Between-subjects design
This experimental design uses completely different people for each of the treatment

Downloaded from www.pdf.tube

manipulation, making the final results much more clear and accurate during research.

188. (C) r = +0.10
A value close to zero indicates that there is very little to no consistent linear relationship between two factors. Even if the value is positive, its small size suggests that knowing the score of one variable tells you almost nothing about the score of the other. This represents a very weak link, where the variables are mostly independent of each other in data.

189. (B) N - 1
For a statistical test involving linked measurements, the value used for analysis is based on the total number of pairs minus one. Because the test focuses on the change within each pair, it is the number of those sets that determines the information available. This calculation is a necessary step for finding the correct threshold to see if the findings are significant.

190. (A) P-3, Q-2, R-1, S-4
In a study of how caffeine affects speed, the amount given is the manipulated factor, while the speed itself is the measured outcome. Pre-existing differences like sleep are outside influences that could cloud results, while keeping things like light the same across groups is a way to maintain control. Together, these roles ensure the experiment is logical and focused on causality.

191. (B) Aim or Objective
This statement clearly defines the goal and the focus of the research, describing what the investigator hopes to achieve or discover. It provides a roadmap for the study without making a specific prediction that can be proven wrong. By outlining the target, it helps guide the selection of participants and the methods used to gather and analyze the information collected.

192. (A) Experimenter and participant bias
This control method involves keeping both the researcher and the participants unaware of who is receiving the actual treatment and who is not. This prevents the expectations of either group from influencing the results. By removing these potential sources of bias, the study ensures that any observed changes are truly caused by the intervention itself, increasing the overall accuracy of research findings.

193. (B) Census
When an investigator gathers information from every single individual in a total population, they are performing a complete count. This approach provides the most accurate and comprehensive picture of that group, as it does not rely on a subset. While it is often difficult and expensive to do, it eliminates the possibility of errors that occur when only studying a sample group.

NODIA

194. (B) Making a Type II error.
This term represents the risk a researcher takes of missing a real effect that is actually present in the population. It is the probability of failing to identify a significant relationship or difference when one truly exists. Researchers work to keep this level low to ensure their study is powerful enough to find the actual effects and avoid making incorrect negative conclusions during analysis.

195. (C) Pre-experimental design
Simple study designs that do not use comparison groups or multiple measurements are the most vulnerable to outside influences. Without these controls, it is very difficult to be sure that the treatment was the only cause of the observed changes. These designs are often used for preliminary research but provide the least certain evidence for establishing solid cause-and-effect relationships.

196. (A) Sum of squares between (SSB) and sum of squares within (SSW).
In an analysis of variance, the total variation across all participants can be divided into two main parts. The first part represents the differences caused by the experimental treatment, while the second part is the natural variation among people within each group. This split allows researchers to see how much of the final result is due to their intervention versus random chance.

197. (C) A third variable, such as temperature, influences both.
When two things are linked but do not cause each other, it is often because they are both influenced by a third factor. In this case, warmer weather causes more people to buy treats and also

factor in the study. It means that the relationship between the treatment and the outcome is more complex than a simple direct effect. Identifying this helps researchers understand the specific conditions under which a treatment is most effective, providing deeper insight into the influences involved.

275. (D) I, II and III
Good scientific research follows a systematic and organized process to investigate problems and generate reliable knowledge. It relies on empirical evidence, meaning conclusions are based on observation, measurement, and data rather than personal beliefs. Scientific research is also open to public scrutiny and replication, allowing other researchers to verify results, test reliability, and strengthen the credibility and validity of the findings.

276. (A) Biserial
This specific association measure is appropriate when one variable is measured on a continuous scale and the other has been created by splitting a continuous variable into two categories using a fixed cut-off. It assumes that the underlying categorical data would normally follow a bell-shaped path. This provides a way to understand relationships when data has been simplified for certain analyses in research.

277. (B) Correlated and uncorrelated samples.
Two common versions of this statistical test are used depending on whether the groups are independent or linked. One is for comparing separate, unrelated sets of data, while the other is for measurements taken from the same people or matched pairs. Understanding this distinction is essential for choosing the correct mathematical model to compare averages and draw accurate conclusions from research study.

278. (B) Control group
In an experiment, this group is used to establish a standard baseline without the treatment being studied. By comparing their results to the group that did receive the treatment, researchers can see the actual impact of the intervention. This is essential for ruling out other reasons, like the passage of time, for any changes that might have occurred during the study.

279. (B) Null hypothesis
The initial baseline assumption in a study represents the idea that no effect or relationship exists between the factors being compared. It serves as a neutral starting point that any differences found are just the result of random variation. Researchers use statistical tests to see if they can gather enough strong evidence to move away from this assumption and support their theories.

280. (A) P-3, Q-4, R-2, S-1
In simple random sampling, every member of the population has an equal chance of being selected (P-3). Stratified sampling divides the population into subgroups or strata and then randomly selects participants from each group (Q-4). Cluster sampling involves dividing the population into clusters and randomly selecting entire groups (R-2). Convenience sampling selects participants who are easily accessible to the researcher (S-1).

281. (B) Researcher
The investigator has the power to decide how much risk they will take of incorrectly claiming an effect exists when nothing actually happened. By setting the threshold for significance before the study begins, the researcher directly manages this potential for a specific type of error. This choice is a fundamental part of ensuring that the final findings are rigorous and scientifically sound today.

282. (B) Quasi-experimental design
This type of research setup involves taking multiple measurements over a long period, both before and after a treatment is introduced. While it is more controlled than simpler designs, it lacks random assignment of participants into groups. It is often used in real-world settings to see if an intervention created a lasting and significant change, providing more certainty than a single observation.

283. (A) t-test for independent samples
This statistical analysis is a more flexible version of the basic test used to compare two separate group averages. While the original test is limited to just two groups, this newer method can evaluate three or more conditions simultaneously. This makes it a powerful and efficient tool for researchers

Click Here to Buy book on Amazon

(B) Environmental reinforcements
(C) Internal, stable dispositions
(D) Social learning and observation

20. According to Adler, the primary motivation for human behavior is:
(A) The resolution of psychosexual conflicts.
(B) The need for self-actualization.
(C) The satisfaction of interpersonal needs for security.
(D) The striving for superiority to overcome feelings of inferiority.

21. Match List-I (Theorist) with List-II (Key Concept):
List I
P. Carl Jung
Q. Alfred Adler
R. Erik Erikson
S. Kurt Lewin
List II
1. `Style of Life
2. Life Space
3. Collective Unconscious
4. Psychosocial Stages
(A) P-3, Q-1, R-4, S-2
(B) P-2, Q-3, R-1, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-1, Q-2, R-4, S-3

22. A leader who makes all decisions for the group without consulting members is exhibiting which leadership style?
(A) Democratic
(B) Autocratic
(C) Laissez-faire
(D) Transformational

23. The attribution theory is primarily concerned with:
(A) How people form attitudes towards objects and issues.
(B) How people change their beliefs to reduce internal conflict.
(C) How people are attracted to one another.
(D) How people explain the causes of their own and others' behavior.

24. All of the following are considered functions of attitudes EXCEPT:
(A) Cognitive dissonance function
(B) Value-expressive function
(C) Ego-defensive function
(D) Knowledge function

25. Read the following assertion and reason and choose the correct option.
Assertion (A): Projective tests are based on the idea that individuals will project their own unconscious needs and conflicts onto ambiguous stimuli.
Reason (R): The stimuli used in projective tests, like inkblots, are intentionally unstructured to elicit unique responses.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

26. Which stage of Erikson's theory corresponds to Freud's latency period and focuses on developing a sense of competence?
(A) Industry vs. Inferiority
(B) Trust vs. Mistrust
(C) Autonomy vs. Shame and Doubt
(D) Initiative vs. Guilt

27. The concept of 'functional autonomy' in Allport's theory suggests that:
(A) All human behavior can be traced back to basic drives.
(B) Traits are determined by functions in social life.
(C) The ego functions independently of the id and superego.
(D) Adult motives are functionally independent of their childhood origins.

28. In the context of interpersonal attraction, the principle of 'proximity' suggests that we are more likely to form relationships with people who:
(A) Share similar attitudes and beliefs.
(B) Are physically close to us.
(C) We perceive as physically attractive.
(D) Have complementary personality traits.

29. A personality inventory is best described as:
(A) A test that presents ambiguous stimuli to reveal unconscious thoughts.

NODIA

293. (A) Type I error
This specific statistical error occurs when an investigator incorrectly decides that an effect exists when it actually does not. It is like a "false alarm" where a significant result is claimed by mistake. Avoiding this error is a major focus in research because it prevents the adoption of incorrect theories or the promotion of treatments that do not actually work in reality.

294. (A) Pre-experimental design
This basic research setup compares a group that received a treatment with one that did not, but it lacks the random placement of participants. Because the groups were not created by chance, it is harder to be sure that any final differences were not already there from the start. While simple, it provide weaker evidence for cause and effect than more rigorous designs.

295. (B) Factorial experiment.
This statistical analysis is used when a study includes two separate independent factors simultaneously. It allows researchers to see the individual impact of each factor as well as their unique combined effect on the outcome. This approach is highly efficient for exploring how different conditions work together to influence behavior, providing more depth than looking at each factor individually in tests.

296. (B) No linear relationship.
When the numerical value representing a linear relationship is zero, it means that there is no consistent pattern between the two factors. Knowing the score of one variable does not help at all in predicting the score of the other. This suggests that the variables are independent and do not change together in a straight line, representing a lack of association.

297. (B) The population of difference scores is normally distributed.
For this statistical test to be valid, it is required that the set of differences between the paired measurements follows a specific bell-shaped distribution. This symmetry in the data ensures that the averages being compared are representative of the true center of the changes observed. While the test can handle some variation, a reasonably normal shape is a fundamental requirement for reliable research.

298. (B) Independent variable
In this investigation, the factor that is being varied between the two groups of subjects is the reward they receive. By giving one group the food and the other nothing, the researcher can observe how this specific change influences their performance. This makes the reward the primary manipulated variable in the study of how different conditions affect the learning process in research subjects.

299. (A) A t-test for uncorrelated samples.
This statistical test is best used when comparing the averages of two groups that have no shared members or specific connections between them. For instance, evaluating the difference in math scores between two different genders ensures the samples are independent. This allows for a clear comparison of the group means to see if a significant difference exists between these distinct populations.

300. (B) Isolate the effect of the independent variable on the dependent variable.
The ultimate goal of managing outside influences is to ensure that the treatment is the only factor causing the observed changes in the outcome. By holding these variables steady, researchers isolate the effect of the primary intervention, making the final results much more clear and accurate. This focus on causal clarity is essential for establishing strong evidence and building reliable scientific knowledge.

www.nodia.in

Downloaded from www.pdf.tube

(C) Takes complete control of decision-making.
(D) Focuses solely on completing tasks as efficiently as possible.

61. Read the following assertion and reason and choose the correct option.
Assertion (A): According to Adler, feelings of inferiority are not a sign of weakness but are the cause of all improvement in the position of mankind.
Reason (R): These feelings motivate individuals to strive for superiority, growth, and completion.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

62. The theory that we come to know our own attitudes by observing our own behavior is known as:
(A) Cognitive Dissonance Theory
(B) Social Judgment Theory
(C) Elaboration Likelihood Model
(D) Self-Perception Theory

63. Which of the following is the most accurate statement about the determinants of personality?
(A) Personality is an interplay of genetic and environmental factors.
(B) Personality is determined solely by genetic factors.
(C) Personality is shaped exclusively by one's childhood environment.
(D) Personality is a random and unpredictable phenomenon.

64. Kurt Lewin's formula $B = f(P, E)$ signifies that:
(A) Behavior is a function of the past and the environment.
(B) Behavior is a function of the person and their environment.
(C) Biology is a function of psychology and evolution.
(D) Beliefs are a function of perception and experience.

65. Which of Erikson's stages of psychosocial development deals with an individual's need to contribute to the next generation, often through work or raising a family?
(A) Intimacy vs. Isolation
(B) Generativity vs. Stagnation
(C) Identity vs. Role Confusion
(D) Integrity vs. Despair

66. A personality test that uses a forced-choice format to assess traits, such as the 16PF, is an example of a(n):
(A) Personality inventory
(B) Projective test
(C) Situational test
(D) Aptitude test

67. Which of the following best describes the 'value-expressive' function of an attitude?
(A) The attitude helps the person gain social acceptance and group belonging.
(B) The attitude protects the person's ego from internal or external threats.
(C) The attitude provides a way to express one's core values and self-concept.
(D) The attitude helps organize knowledge and structure personal experience.

68. Match List-I (Freudian Concept) with List-II (Description):
List I
P. Repression
Q. Projection
R. Sublimation
S. Regression
List II
1. Attributing own unacceptable impulses to others.
2. Reverting to earlier, immature behavior patterns.
3. Mechanism banishing anxious thoughts from awareness.
4. Channeling impulses into valued accomplishments.
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-3, S-2

69. In the context of group dynamics, what is a primary factor that increases group cohesiveness?
(A) Large group size

NODIA

(B) It is the degree to which members are attracted to each other and motivated to stay in the group.
(C) Smaller groups tend to be more cohesive than larger groups.
(D) Cohesiveness can be increased by external threats to the group.

11. Consider the following statements about Jung's theory of personality:
I. The 'persona' is the public mask or social facade that an individual presents to the world.
II. The 'shadow' represents the dark, repressed, and undesirable aspects of the personality.
III. 'Anima' is the feminine archetype in males, while 'Animus' is the masculine archetype in females.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

12. In Kurt Lewin's field theory, the "life space" refers to:
(A) The physical environment a person lives in.
(B) The sum of all psychological facts that have an influence on an individual at a given time.
(C) The individual's past experiences and memories.
(D) The social network and relationships of a person.

13. According to Harry Stack Sullivan's interpersonal theory, what are 'personifications'?
(A) The developmental stages from infancy to adulthood.
(B) The basic drives and needs that motivate behavior.
(C) Mental images or ideas we have of ourselves and others.
(D) Patterns of energy transformation that characterize interpersonal relations.

14. What is the primary function of the 'Ego' in Freudian theory?
(A) To seek immediate gratification of basic instinctual needs.
(B) To embody societal rules and internalized moral standards.
(C) To store repressed memories and primary unconscious desires.
(D) To mediate between the demands of the id, the superego, and reality.

15. An attitude measurement scale that consists of a series of statements to which respondents indicate their degree of agreement or disagreement is a:
(A) Likert scale
(B) Thurstone scale
(C) Guttman scale
(D) Semantic differential scale

16. Which of the following is the best example of a situational test in personality assessment?
(A) Asking a person to interpret an ambiguous inkblot.
(B) Observing behavior during a simulated work-related task.
(C) Having a candidate complete a true/false questionnaire.
(D) Asking a person to tell a story about a social scene.

17. The theory of attitude change that suggests individuals are motivated to maintain consistency between their thoughts, feelings, and behaviors is:
(A) Elaboration Likelihood Model
(B) Cognitive Dissonance Theory
(C) Social Judgment Theory
(D) Self-Perception Theory

18. Arrange the following psychosexual stages of development proposed by Freud in chronological order:
I. Anal
II. Genital
III. Phallic
IV. Oral
V. Latency
(A) IV, I, III, V, II
(B) I, IV, III, V, II
(C) IV, III, I, V, II
(D) I, III, IV, II, V

19. Which determinant of personality is most emphasized by trait theories like Allport's?
(A) Unconscious conflicts

Click Here to Buy book on Amazon

CHAPTER 07
Personality and Social Behaviour

1. Which of the following best defines personality?
(A) A person's temporary emotional state and mood.
(B) The unique and relatively stable pattern of behaving, feeling, and thinking.
(C) A person's intellectual capabilities and cognitive skills.
(D) The social roles and expectations an individual adheres to in society.

2. According to Freud's psychoanalytic theory, which component of personality operates on the 'pleasure principle'?
(A) The Id
(B) The Ego
(C) The Superego
(D) The Libido

3. Read the following statements and choose the correct option.
Statement I: The nature of an attitude refers to its cognitive, affective, and behavioral components.
Statement II: The functions of an attitude refer to the purposes it serves for an individual, such as ego-defense.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

4. In impression formation, the tendency to give more weight to early information is known as the:
(A) Recency effect
(B) Halo effect
(C) Self-serving bias
(D) Primacy effect

5. Which of the following is NOT a type of trait identified by Gordon Allport?
(A) Cardinal traits
(B) Central traits
(C) Foundational traits
(D) Secondary traits

6. Which of the following is an example of a projective test for personality assessment?
(A) Minnesota Multiphasic Personality Inventory (MMPI)
(B) Thematic Apperception Test (TAT)
(C) Myers-Briggs Type Indicator (MBTI)
(D) 16 Personality Factor Questionnaire (16PF)

7. A student blames their poor exam performance on an unfairly difficult paper rather than their own lack of preparation. This is an application of:
(A) Fundamental attribution error
(B) Actor-observer effect
(C) Cognitive dissonance
(D) Self-serving bias

8. Read the following assertion and reason and choose the correct option.
Assertion (A): In Erikson's psychosocial theory, the successful resolution of the 'intimacy vs. isolation' stage leads to the virtue of love.
Reason (R): Erikson believed that a strong sense of identity, developed in the previous stage, is necessary to form intimate relationships.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

NODIA

9. Conformity that occurs because of the desire to be liked and accepted by a group is known as:
(A) Informational social influence
(B) Minority influence
(C) Normative social influence
(D) Obedience to authority

10. Which statement incorrectly describes the concept of group cohesiveness?
(A) High cohesiveness always leads to better decision-making and performance.

(B) An observation of a person in a simulated real-life scenario.
(C) A structured questionnaire where individuals report their feelings or behaviors.
(D) A physiological measure of emotional response.

30. In Sullivan's theory, the 'self-system' is a dynamism primarily focused on:
(A) Achieving creative expression.
(B) Fulfilling sexual and aggressive urges.
(C) Connecting with the collective unconscious.
(D) Pursuing interpersonal security and avoiding anxiety.

31. Which of the following correctly pairs a personality theorist with their primary theoretical orientation?
(A) Lewin - Field Theory
(B) Freud - Trait Theory
(C) Allport - Psychoanalytic Theory
(D) Erickson - Interpersonal Theory

32. The process of forming an overall impression of a person based on a single characteristic, such as physical attractiveness, is called the:
(A) Primacy effect
(B) Halo effect
(C) Attribution error
(D) Stereotyping

33. Which of the following is a determinant of conformity?
(A) Low group cohesiveness
(B) All of the above
(C) The presence of an ally who also dissents
(D) The individual's level of self-esteem

34. Consider the following statements about determinants of personality:
I. Heredity provides the genetic blueprint and predispositions for certain personality traits.
II. Environmental factors, including culture and family, shape how personality develops.
III. Situational factors can influence the expression of personality in specific contexts.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

35. Jung's concept of the 'collective unconscious' refers to:
(A) A person's own repressed memories and forgotten experiences.
(B) The part of the mind that is aware of the immediate environment.
(C) A shared, inherited reservoir of traces from our species' history.
(D) A state of mind achieved through group meditation and shared beliefs.

36. According to Adler's theory, which factor plays a significant role in the formation of one's 'style of life'?
(A) Psychosexual fixations
(B) Archetypal images
(C) Conditional positive regard
(D) Birth order

NODIA

37. Read the following statements and choose the correct option.
Statement I: The superego, according to Freud, is the moral arm of the personality, representing the ideal rather than the real.
Statement II: The superego develops through the process of socialization and incorporation of parental and societal standards.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

38. The fundamental attribution error is the tendency to:
(A) Attribute our successes to internal factors and failures to external factors.
(B) Overestimate personal traits and underestimate situational factors in others.
(C) Attribute others' successes to external factors and failures to internal factors.
(D) Believe that the world is a just place where people get what they deserve.

39. A central trait, as defined by Gordon Allport, is:
(A) A single, all-consuming trait that defines a person's life.
(B) A trait that is only apparent in certain situations or under specific circumstances.
(C) A trait inherited from one's parents.

who want to test multiple different levels of a treatment within a single investigation.

284. (B) Point-biserial
This specific association tool is utilized when one variable is measured on a continuous numerical scale and the other is a genuine, two-category attribute that does not change. An example would be relating test scores to a binary trait like gender. This calculation provides a clear numerical value that describes the strength and direction of the relationship between these two different data types.

285. (A) IV, II, III, I
The research process usually begins by identifying a research problem, which defines the focus of the study. After this, the researcher states a research hypothesis to propose a possible explanation or prediction. The variables are then operationalized so they can be measured clearly. Finally, the researcher selects an appropriate statistical test to analyze the collected data and evaluate the hypothesis.

286. (A) The independent variable is manipulated, and the dependent variable is measured.
In an investigation, the factor that the researcher actively changes is the treatment being studied, while the outcome that is measured to see if a change occurred is the response. This clear distinction between manipulation and measurement is the foundation of experimental research. It allows for a structured way to see if the changes in one variable directly lead to changes in another.

287. (B) probability; magnitude
In research, two different concepts are used to describe results. One measures the probability that the findings were not just a random fluke, while the other describes the actual size or strength of the effect that was found. Both are important because a result can be unlikely to happen by chance but still have only a very small impact in reality today.

288. (B) Correlated samples
This study design involves taking multiple measurements from the same group of people over time. Because the scores are linked to the same individuals, they are naturally related to each other. This setup is excellent for seeing how much each person changed, effectively removing the noise created by individual differences and making the final comparison of the averages much more sensitive and accurate.

289. (C) Factorial design
This type of study design is specifically built to investigate two or more independent factors at the same time. It allows researchers to see the individual impact of each factor as well as their combined effect on the outcome. This approach is highly efficient and provides a more realistic understanding of the complex interactions that often occur between different variables in the real world.

290. (A) Both A and R are true and R is the correct explanation of A.
The null hypothesis (H_0) is a statement about a population parameter, such as a population mean or proportion. In research, we usually cannot study the entire population, so we collect data from a sample. Statistical tests use this sample data to make inferences about the population. Therefore, the reason correctly explains why the null hypothesis refers to the population rather than the sample.

291. (B) To generate systematic knowledge through objective inquiry.
The primary goal of scientific inquiry is to build a reliable and organized body of knowledge through impartial and structured observation. This involves following specific steps to collect and analyze evidence rather than relying on personal feelings or tradition. By using this objective approach, researchers can develop a deeper and more accurate understanding of the world that can be verified.

292. (C) Judgmental Sampling
This specific way of picking participants depends on the researcher's judgment rather than a random process where everyone has an equal chance. For example, selecting people who the investigator believes are most suitable for the study's goals is a non-random method. While useful for exploring specific topics, it lacks the objective foundation needed for making broad, certain statements about the entire larger population.

Downloaded from www.pdf.tube

(B) Universal patterns and images derived from the collective unconscious.
(C) The conscious goals and aspirations of an individual.
(D) Learned social roles and behaviors.

50. The crisis of 'Identity vs. Role Confusion' is the central task of which of Erikson's psychosocial stages?
(A) Adolescence
(B) Early Adulthood
(C) School Age
(D) Play Age

51. A 'cardinal trait' according to Allport is a trait that:
(A) Is one of 5-10 traits that best describe a person.
(B) Is only expressed in specific, limited situations.
(C) Is so dominant that it influences nearly all of a person's behavior.
(D) Is common to all people within a specific culture.

52. The tendency to change one's behavior to match that of other people in a group is defined as:
(A) Leadership
(B) Group cohesiveness
(C) Social loafing
(D) Conformity

53. Consider the following statements regarding attitude measurement:
I. A Thurstone scale requires judges to rate the favorability of items before the scale is created.
II. A Likert scale measures the intensity of agreement or disagreement with a statement.
III. A semantic differential scale uses bipolar adjective pairs to rate an attitude object.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

54. Sullivan's concept of 'dynamism' refers to:
(A) The universal archetypes shared by all humans.
(B) The smallest, enduring, recurrent pattern of behavior.
(C) The basic anxiety that arises from interpersonal insecurity.
(D) The mental image one has of oneself or another person.

55. In social perception, when we explain someone's behavior based on their personality or disposition, we are making a(n):
(A) External attribution
(B) Situational attribution
(C) Self-serving attribution
(D) Internal attribution

56. The main purpose of personality assessment is to:
(A) Measure and describe individual differences in personality.
(B) Cure psychological disorders.
(C) Change undesirable personality traits.
(D) Predict a person's future success with perfect accuracy.

57. Which component of personality, according to Freud, represents the internalized ideals and provides standards for judgment?
(A) The Id
(B) The Ego
(C) The Superego
(D) The Anima

58. Which of the following is not considered a primary factor in interpersonal attraction?
(A) Social status hierarchy
(B) Proximity
(C) Similarity
(D) Reciprocity of liking

NODIA

59. The 'Oedipus complex' is a key feature of which of Freud's psychosexual stages?
(A) Oral Stage
(B) Anal Stage
(C) Genital Stage
(D) Phallic Stage

60. A democratic leader is one who:
(A) Allows the group complete freedom to make decisions.
(B) Encourages group participation and delegates authority.

(D) A general characteristic that forms the basic foundations of personality.

40. Which theory of attitude change posits two routes to persuasion: a central route and a peripheral route?
(A) Elaboration Likelihood Model
(B) Cognitive Dissonance Theory
(C) Social Judgment Theory
(D) Balance Theory

41. Arrange the following of Erikson's psychosocial stages in the correct developmental sequence from birth:
I. Initiative vs. Guilt
II. Trust vs. Mistrust
III. Autonomy vs. Shame and Doubt
IV. Industry vs. Inferiority
(A) II, III, I, IV
(B) I, II, III, IV
(C) II, I, III, IV
(D) III, II, I, IV

42. In Lewin's Field Theory, a 'valence' refers to:
(A) The positive or negative value of an object or region in the life space.
(B) The psychological distance between two regions in the life space.
(C) The driving or restraining forces acting on a person.
(D) A barrier that prevents movement between regions.

43. Which of the following is an incorrect pairing of a theorist and their core idea?
(A) Sullivan - The importance of interpersonal relationships in personality.
(B) Adler - The drive to overcome feelings of inferiority.
(C) Freud - The influence of unconscious conflicts on behavior.
(D) Jung - The division of personality into Id, Ego, and Superego.

44. Read the following assertion and reason and choose the correct option.
Assertion (A): High group cohesiveness can sometimes be detrimental to group performance.
Reason (R): Highly cohesive groups may suffer from 'groupthink', where the pressure for unanimity overrides realistic appraisal of alternative courses of action.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

45. The 'knowledge function' of an attitude helps an individual to:
(A) Protect their self-esteem from threats.
(B) Express their central values or self-concept.
(C) Organize and structure their world, providing consistency and stability.
(D) Gain rewards or avoid punishments.

46. Which of the following is a primary characteristic of a projective test?
(A) High reliability and validity
(B) Standardized scoring and interpretation
(C) Objective true/false or multiple-choice format
(D) Use of ambiguous or unstructured stimuli

47. The final stage in Freud's theory of psychosexual development, which begins at puberty, is the:
(A) Genital Stage
(B) Latency Stage
(C) Phallic Stage
(D) Oral Stage

48. Match List-I (Concept) with List-II (Associated Area):
List I
P. Ego-defensive function
Q. Attribution
R. Conformity
S. Personality Inventory
List II
1. Group Dynamics
2. Attitude
3. Personality Assessment
4. Social Perception
(A) P-2, Q-4, R-1, S-3
(B) P-4, Q-2, R-1, S-3
(C) P-2, Q-1, R-4, S-3
(D) P-3, Q-4, R-1, S-2

49. 'Archetypes' in Jungian psychology are best described as:
(A) Repressed childhood memories.

Click Here to Buy book on Amazon

(B) Disagreement on group goals
(C) Intergroup competition
(D) Low interaction among members

70. The "shadow" archetype in Jung's theory represents:
(A) The socially acceptable mask we wear in public.
(B) The "dark side" of the personality, containing repressed ideas and instincts.
(C) The feminine side of a man's personality.
(D) The unified, whole self that is the goal of development.

71. A person who is very sociable, talkative, and assertive would likely score high on which of the Big Five personality traits?
(A) Agreeableness
(B) Conscientiousness
(C) Neuroticism
(D) Extraversion

72. Consider the following statements about Adler's Individual Psychology:
I. He placed a strong emphasis on social interest as a criterion of mental health.
II. He believed that the first-born child is likely to be pampered and over-indulged.
III. He proposed the concept of a 'creative self' that shapes an individual's personality.
Which of the above statement(s) is/are correct?
(A) I and III only
(B) II and III only
(C) I and II only
(D) I, II, and III

73. The discomfort felt when a person holds two or more conflicting beliefs or when their behavior contradicts their beliefs is called:
(A) Attribution error
(B) Groupthink
(C) Cognitive dissonance
(D) Informational influence

74. The primary goal of personality theory is to:
(A) Provide a framework for understanding human nature and individual differences.
(B) Classify individuals into rigid, unchanging categories.
(C) Identify and treat all forms of mental illness.
(D) Prove that environment is more important than heredity.

75. Arrange the following theorists based on the chronological emergence of their major theories (earliest first):
I. Erik Erikson
II. Sigmund Freud
III. Alfred Adler
IV. Carl Jung
(A) II, III, IV, I
(B) I, II, III, IV
(C) II, I, IV, III
(D) III, II, I, IV

76. "The whole is greater than the sum of its parts" is a principle that can be applied to Kurt Lewin's view of personality within the "life space." This reflects an influence from which school of psychology?
(A) Behaviorism
(B) Gestalt Psychology
(C) Humanistic Psychology
(D) Structuralism

NODIA

77. An attitude based primarily on a person's feelings and emotions toward an attitude object is said to have a strong:
(A) Behavioral component
(B) Cognitive component
(C) Affective component
(D) Functional component

78. Which of the following is an example of an 'incorrect pair' of concept and theorist?
(A) Collective Unconscious - Jung
(B) Inferiority Complex - Adler
(C) Psychosocial Stages - Erikson
(D) Life Space - Freud

79. Read the following statements and choose the correct option.
Statement I: Situational tests of personality aim to observe behavior in a controlled, life-like setting.
Statement II: The primary drawback of situational tests is that they are artificial and may not reflect real-world behavior.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

80. A 'laissez-faire' leadership style is characterized by:
(A) Active guidance and direction from the leader.
(B) Minimal involvement and a hands-off approach from the leader.
(C) A high degree of group member involvement in decision-making.
(D) Strict control and centralized authority.

81. According to Sullivan, the 'good-me', 'bad-me', and 'not-me' are examples of:
(A) Dynamisms
(B) Personifications
(C) Parataxic distortions
(D) Modes of experience

82. Read the following assertion and reason and choose the correct option.
Assertion (A): The measurement of attitudes is a central concern in social psychology because attitudes are presumed to influence behavior.
Reason (R): Attitude scales like the Likert scale provide quantitative measures of an individual's disposition toward an object, but they cannot guarantee prediction of behavior.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

83. The process of attributing our own undesirable feelings to others is a defense mechanism known as:
(A) Sublimation
(B) Reaction Formation
(C) Projection
(D) Displacement

84. The 'ego-defensive' function of an attitude serves to:
(A) Help individuals express their core values.
(B) Provide a frame of reference for understanding the world.
(C) Facilitate positive social interactions.
(D) Protect an individual's self-esteem from threats.

85. Which stage in Erikson's theory involves a crisis of 'Trust vs. Mistrust'?
(A) Toddlerhood (1-3 years)
(B) Preschool (3-5 years)
(C) Infancy (first year)
(D) Adolescence (teens)

86. A trait that is only present under certain specific circumstances, such as being nervous when speaking in public, is what Allport would call a:
(A) Cardinal trait
(B) Secondary trait
(C) Central trait
(D) Common trait

87. Which of the following is NOT a concept from Kurt Lewin's field theory?
(A) Life Space
(B) Valence
(C) Force
(D) Archetype

88. The most significant difference between personality inventories and projective tests is:
(A) Inventories rely on self-report, while projective tests use ambiguous stimuli.
(B) Inventories are used for normal populations, while projective tests are for clinical populations.
(C) Inventories are easier to administer than projective tests.
(D) Inventories measure traits, while projective tests measure states.

89. Match List-I (Assessment Type) with List-II (Example/Concept):
List I
P. Projective Test
Q. Personality Inventory
R. Situational Test
S. Attitude Scale
List II
1. Observing a group discussion for a management role.
2. Thematic Apperception Test (TAT)
3. Likert Scale
4. A self-report questionnaire with true/false items.
(A) P-4, Q-2, R-3, S-1
(B) P-2, Q-4, R-1, S-3
(C) P-2, Q-1, R-4, S-3

Downloaded from www.pdf.tube

(D) P-3, Q-4, R-1, S-2

90. The concept of 'impression formation' falls under the broader topic of:
(A) Social perception
(B) Group dynamics
(C) Personality theory
(D) Attitude change

91. Which of the following best describes the nature of a personality trait?
(A) A fleeting emotional state or a temporary change in mood.
(B) A specific behavior performed in a particular situation.
(C) An underlying unconscious desire or a primary conflict.
(D) A relatively stable and enduring predisposition to behave in a certain way.

92. Consider the following statements about leadership in groups:
I. Task-oriented leaders focus on getting the job done.
II. Relationship-oriented leaders focus on the feelings and well-being of group members.
III. The most effective leadership style is independent of the situation.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

93. Adler's concept of 'social interest' refers to:
(A) A desire for social status and power.
(B) A person's interest in casual social gatherings.
(C) An individual's innate potential to cooperate with others to achieve personal and societal goals.
(D) The tendency to conform to social norms and expectations.

94. The 'anal-retentive' personality, according to Freud, is characterized by:
(A) Messiness, destructiveness, and cruelty.
(B) Vanity, pride, and self-absorption.
(C) Dependency, gullibility, and passivity.
(D) Orderliness, stubbornness, and stinginess.

95. In attribution theory, when we explain someone's behavior based on the situation they are in, we are making a(n):
(A) External attribution
(B) Internal attribution
(C) Dispositional attribution
(D) Fundamental attribution

96. Allport's term for the organizing and unifying principle of personality, similar to the concepts of 'soul' or 'self', is:
(A) Cardinal trait
(B) Proprium
(C) Functional autonomy
(D) Central trait

97. The increase in performance on a task when others are present is known as social facilitation, a concept within:
(A) Personality Assessment
(B) Group Dynamics
(C) Attitude Formation
(D) Psychoanalytic Theory

98. Read the following statements and choose the correct option.
Statement I: According to Freud, the personality is largely shaped during the first few years of life through a series of psychosexual stages.
Statement II: Erikson expanded on Freud's ideas by proposing a theory of psychosocial development that extends throughout the entire lifespan.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

99. Which of the following is a key determinant of the level of conformity in a group?
(A) The ambiguity of the situation.
(B) The size of the majority group.
(C) All of the above.
(D) The unanimity of the group.

100. The concept that personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment was proposed by:
(A) Sigmund Freud

NODIA

(B) Carl Jung
(C) Kurt Lewin
(D) Gordon Allport

101. Read the following assertion and reason and choose the correct option.
Assertion (A): In Jungian theory, individuation is the process of integrating the conscious and unconscious parts of the self to become a whole person.
Reason (R): This process involves confronting the shadow, integrating the anima/animus, and balancing the various aspects of the personality.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

102. Which factor is most likely to decrease group cohesiveness?
(A) Agreement on group goals
(B) A large group size
(C) Success in achieving group goals
(D) An external threat to the group

103. The 'recency effect' in impression formation refers to the tendency for:
(A) Early information to have the greatest impact.
(B) Negative information to outweigh positive information.
(C) A person's physical appearance to dominate the impression.
(D) The most recent information to have the greatest impact.

104. Arrange the following Freudian structures of the mind in the order of their development:
I. Superego
II. Id
III. Ego
(A) I, II, III
(B) II, III, I
(C) III, I, II
(D) II, I, III

105. Harry Stack Sullivan's theory of personality is primarily focused on:
(A) The structure of the unconscious mind.
(B) The classification of personality traits.
(C) The role of interpersonal relationships.
(D) The developmental stages of the entire lifespan.

106. An attitude scale that asks respondents to rate a concept on a series of 7-point scales anchored by bipolar adjectives (e.g., good-bad, strong-weak) is the:
(A) Semantic Differential Scale
(B) Likert Scale
(C) Thurstone Scale
(D) Guttman Scale

107. Which of the following correctly pairs a theorist with their theory type?
(A) Adler - Psychoanalytic
(B) Allport - Trait
(C) Erickson - Field
(D) Lewin - Field Theory

108. The crisis of 'Generativity vs. Stagnation' typically occurs during:
(A) Adolescence
(B) Middle Adulthood
(C) Young Adulthood
(D) Late Adulthood

109. Consider the following statements about conformity:
I. Informational social influence is conformity based on the desire to be correct.
II. Normative social influence is conformity based on the desire to be liked and accepted.
III. Conformity levels are highest when the group has three to five members.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

110. Which of the following is a criticism of projective tests?
(A) They are too structured and rigid.
(B) They are susceptible to faking by the respondent.
(C) They fail to access unconscious processes.
(D) They often have low reliability and validity.

Click Here to Buy book on Amazon

111. The part of the personality that, in Freudian terms, acts as the mediator or "executive" is the:
(A) Ego
(B) Id
(C) Superego
(D) Libido

112. According to Adler, a person's unique way of striving for superiority and overcoming inferiority is their:
(A) Archetype
(B) Style of life
(C) Self-system
(D) Persona

113. Match List-I (Theorist) with List-II (Primary Focus):
List I
P. Freud
Q. Allport
R. Sullivan
S. Erickson
List II
1. Interpersonal Relations
2. Psychosocial Development
3. Psychosexual Development
4. Personality Traits
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

114. The 'nature' of an attitude refers to its:
(A) Three-component structure: cognitive, affective, and behavioral.
(B) Underlying purpose and function.
(C) Strength and accessibility.
(D) Origin in either direct experience or social learning.

115. A personality assessment method that requires a person to perform a task under standardized conditions is known as a:
(A) Personality inventory
(B) Projective test
(C) Situational test
(D) Rating scale

116. 'Groupthink', a phenomenon in group dynamics, is more likely to occur when a group has:
(A) A strong, directive leader
(B) High levels of cohesiveness
(C) Isolation from outside opinions
(D) All of the above

117. Read the following assertion and reason and choose the correct option.
Assertion (A): Allport distinguished between common traits and personal dispositions (individual traits).
Reason (R): He believed that a focus on individual dispositions was crucial for understanding the unique personality of a single person.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

118. Which Jungian archetype represents the striving for unity, wholeness, and integration of the total personality?
(A) The Shadow
(B) The Self
(C) The Persona
(D) The Anima

119. A person holding a strong environmental attitude starts working for a company with a poor environmental record, creating psychological tension. This is an example of:
(A) The primacy effect
(B) The fundamental attribution error
(C) Normative influence
(D) Cognitive dissonance

120. In Lewin's theory, what term describes the path of action one must take to move from their present position to a goal?
(A) Hodological Space
(B) Valence
(C) Force
(D) Life Space

121. The final stage of Erikson's theory, 'Integrity vs. Despair', involves:
(A) Forming intimate relationships.
(B) Developing a sense of who one is.
(C) Reflecting on one's life with a sense of satisfaction or regret.
(D) Contributing to the next generation.

Downloaded from www.pdf.tube

(C) Superego
(D) Proprium

145. A researcher who studies how people behave when they are part of a crowd is investigating:
(A) Personality assessment
(B) Group dynamics
(C) Attitude measurement
(D) Trait theory

146. Read the following statements and choose the correct option.
Statement I: The fundamental attribution error is a universal cognitive bias found equally in all cultures.
Statement II: People in collectivistic cultures are often less prone to the fundamental attribution error than those in individualistic cultures.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

147. Allport's concept of 'functional autonomy' is a direct critique of which psychoanalytic idea?
(A) The importance of the unconscious.
(B) The existence of defense mechanisms.
(C) The idea that adult motives are always tied to their childhood origins.
(D) The structure of the id, ego, and superego.

148. Which of the following would be the best example of a situational test?
(A) Completing the MMPI questionnaire.
(B) Interpreting the Rorschach inkblots.
(C) Writing a story in response to a TAT card.
(D) Participating in a leaderless group discussion to solve a problem.

149. The crisis of 'Initiative vs. Guilt' in Erikson's theory is resolved through:
(A) Learning to trust caregivers.
(B) Gaining a sense of personal control.
(C) Developing a sense of purpose and direction.
(D) Achieving a sense of competence in skills.

150. A leader who focuses on setting clear goals, defining roles, and organizing work is demonstrating:
(A) Relationship-oriented behavior
(B) Task-oriented behavior
(C) Laissez-faire style
(D) Transformational leadership

151. What is the core concept in Kurt Lewin's field theory?
(A) The collective unconscious
(B) The striving for superiority
(C) The self-system
(D) The life space

152. Which theorist placed the most emphasis on the role of social and interpersonal factors in personality development, even coining the term "interpersonal theory"?
(A) Harry Stack Sullivan
(B) Sigmund Freud
(C) Carl Jung
(D) Gordon Allport

153. An attitude serves a 'utilitarian' or 'instrumental' function when it:
(A) Helps a person express their core values.
(B) Helps a person protect their self-esteem.
(C) Helps a person gain rewards and avoid punishments.
(D) Helps a person structure their knowledge.

NODIA

154. Read the following assertion and reason and choose the correct option.
Assertion (A): Highly cohesive groups are always more productive than less cohesive groups.
Reason (R): Group cohesiveness increases communication and motivation among members.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

155. The 'behavioral' component of an attitude involves:
(A) The person's beliefs and knowledge about the object.
(B) The person's feelings and emotions towards the object.
(C) The person's justification for holding the attitude.
(D) The person's predisposition to act in a certain way towards the object.

(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

135. The tendency for a group to make more extreme decisions than the initial inclination of its members is known as:
(A) Groupthink
(B) Social loafing
(C) Group cohesiveness
(D) Group polarization

136. An individual who is quiet, reserved, and thoughtful is demonstrating characteristics associated with which Jungian attitude type?
(A) Introversion
(B) Extraversion
(C) Sensing
(D) Intuition

137. Which of the following best defines a personality 'inventory'?
(A) A clinical interview focused on childhood experiences.
(B) An ambiguous visual stimulus used to elicit unconscious thoughts.
(C) A self-report questionnaire assessing a wide range of traits and behaviors.
(D) A task designed to simulate a real-world challenge.

138. The 'affective' component of an attitude refers to:
(A) Feelings and emotions toward the attitude object.
(B) Beliefs and knowledge about the attitude object.
(C) Past behaviors related to the attitude object.
(D) The utility of the attitude for the individual.

139. Arrange Erikson's later psychosocial stages in the correct order:
I. Integrity vs. Despair
II. Generativity vs. Stagnation
III. Identity vs. Role Confusion
IV. Intimacy vs. Isolation
(A) III, IV, II, I
(B) IV, III, II, I
(C) III, II, IV, I
(D) II, IV, III, I

140. Which of the following is a primary determinant of group cohesiveness?
(A) The similarity of group members.
(B) All of the above.
(C) The size of the group.
(D) The success of the group.

141. The defense mechanism where a person channels unacceptable impulses into socially acceptable activities is called:
(A) Repression
(B) Projection
(C) Sublimation
(D) Rationalization

142. Consider the following statements about personality theories:
I. Freud's theory is a psychodynamic theory.
II. Allport's theory is a trait theory.
III. Lewin's theory is a field theory.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

143. Match List-I (Jungian Archetype) with List-II (Description):
List I
P. Anima
Q. Persona
R. Shadow
S. Self
List II
1. The public face or mask
2. The feminine aspect of the male psyche
3. The center of personality, striving for wholeness
4. The dark, repressed side of personality
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-1, R-4, S-2

144. The most basic and primitive part of the personality, present at birth, is the:
(A) Ego
(B) Id

Click Here to Buy book on Amazon

167. Which of the following is NOT a theory of personality?
(A) Freud's psychoanalytic theory
(B) Allport's trait theory
(C) Jung's analytical psychology
(D) Attribution theory

168. In Kurt Lewin's theory, the forces that push a person toward a goal have a:
(A) Positive valence
(B) Negative valence
(C) Neutral barrier
(D) Psychological distance

169. Read the following statements and choose the correct option.
Statement I: The primary purpose of a situational test is to assess a person's knowledge of a specific subject.
Statement II: A situational test assesses personality and behavior by observing an individual's responses to a standardized, contrived situation.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

170. Conformity based on the desire to obtain accurate information and assuming the group knows better is called:
(A) Informational influence
(B) Normative influence
(C) Obedience
(D) Compliance

171. Which of the following is considered a determinant of personality?
(A) Genetic inheritance
(B) Cultural background
(C) Family environment
(D) All of the above

172. Read the following assertion and reason and choose the correct option.
Assertion (A): Erikson's theory of psychosocial development covers the entire lifespan.
Reason (R): He believed that personality continues to be shaped by social crises encountered at different stages of life, from infancy to old age.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

173. The 'self-serving bias' is a specific type of attributional bias where people tend to:
(A) Blame others for their failures.
(B) Overestimate the role of dispositional factors in others' behavior.
(C) Take personal credit for their successes and blame external factors for their failures.
(D) See their own behaviors as more normal and typical than they are.

174. Which of the following statements about group cohesiveness is incorrect?
(A) Cohesiveness refers to the "we-feeling" in a group.
(B) Highly cohesive groups may resist change.
(C) External threats can increase a group's cohesiveness.
(D) Cohesiveness is unrelated to member satisfaction.

175. Allport believed the best way to study personality was through a(n) _____ approach, focusing on the unique individual.
(A) Idiographic
(B) Nomothetic
(C) Experimental
(D) Correlational

176. Which of the following is an example of an 'incorrect pair' of concept and its definition?
(A) Impression Formation: The process of forming judgments about other people.
(B) Group Cohesiveness: The number of people present in a group setting.
(C) Conformity: Changing one's behavior to match the expectations of a group.
(D) Leadership: The process of influencing others to achieve a common goal.

NODIA

177. The 'Ego' operates according to the:
(A) Pleasure Principle
(B) Reality Principle
(C) Morality Principle
(D) Lust Principle

156. The 'latency stage' in Freud's theory is characterized by:
(A) A focus on toilet training and control.
(B) A period of dormant sexual feelings.
(C) The emergence of the Oedipus complex.
(D) The maturation of sexual interests.

157. The "nature" of conformity refers to:
(A) The reasons why people conform.
(B) The factors that increase or decrease conformity.
(C) The process of yielding to group pressure.
(D) The difference between normative and informational influence.

158. In social perception, our initial judgments of others are often formed rapidly and are based on limited information. This process is known as:
(A) Attribution theory
(B) Cognitive dissonance
(C) Group cohesiveness
(D) Impression formation

159. Which statement incorrectly represents the views of Alfred Adler?
(A) He viewed the primary human motivation as the satisfaction of sexual urges.
(B) He emphasized the unity and indivisibility of personality.
(C) He believed that social interest was a key indicator of mental health.
(D) He proposed that birth order could influence one's style of life.

160. Consider the following items:
I. Thematic Apperception Test
II. Rorschach Inkblot Test
III. Minnesota Multiphasic Personality Inventory (MMPI)
Which of the above are considered projective tests?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

161. Jung differed from Freud in his emphasis on all of the following EXCEPT:
(A) The importance of future goals and aspirations.
(B) The influence of early childhood experiences.
(C) The existence of the collective unconscious.
(D) The spiritual and mystical aspects of human nature.

162. A personality assessment is considered 'reliable' if it:
(A) Yields consistent results over time.
(B) Measures what it is intended to measure.
(C) Is easy to administer and score.
(D) Is based on a well-known theory.

163. The leadership style where the leader encourages group participation and works with the team to make decisions is:
(A) Autocratic
(B) Democratic
(C) Bureaucratic
(D) Laissez-faire

164. Match List-I (Erikson's Stage) with List-II (Psychosocial Crisis):
List I
P. Infancy
Q. Adolescence
R. Young Adulthood
S. Old Age
List II
1. Intimacy vs. Isolation
2. Integrity vs. Despair
3. Trust vs. Mistrust
4. Identity vs. Role Confusion
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-4, R-2, S-3

165. The term 'personality' originates from the Latin word 'persona', which means:
(A) Mind or spirit
(B) An inner self
(C) A theatrical mask
(D) A unique character

166. A politician who publicly expresses strong anti-pollution views but privately invests in polluting industries is likely to experience:
(A) Group cohesiveness
(B) Cognitive dissonance
(C) The primacy effect
(D) Functional autonomy

Downloaded from www.pdf.tube

122. Which of the following is not a determinant of interpersonal attraction?
(A) Cognitive dissonance
(B) Similarity of attitudes
(C) Physical proximity
(D) Physical attractiveness

123. The 'Id' is characterized by its operation on the:
(A) Reality Principle
(B) Moral Principle
(C) Social Principle
(D) Pleasure Principle

124. The "personality" in psychology refers to a set of characteristics that are:
(A) Universal and identical in all humans.
(B) Relatively stable and enduring across various times and situations.
(C) Entirely learned and culturally specific.
(D) Unpredictable and constantly changing.

125. Which statement about leadership in group dynamics is most accurate?
(A) There is one single best style of leadership for all situations.
(B) Laissez-faire leadership is consistently the most productive style.
(C) Effective leadership depends on the leader, followers, and situation.
(D) Autocratic leadership is best for fostering group morale and creativity.

126. The Rorschach Inkblot Test is a classic example of a:
(A) Personality inventory
(B) Situational test
(C) Attitude scale
(D) Projective test

127. The psychosocial crisis of 'Autonomy vs. Shame and Doubt' is characteristic of which age group?
(A) Toddlerhood
(B) Infancy
(C) Preschool
(D) School age

128. Consider the following pairs:
I. Freud: Psychosexual stages
II. Allport: Functional autonomy
III. Lewin: Archetypes
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

129. The process by which we infer the causes of other people's behavior is known as:
(A) Impression formation
(B) Attribution
(C) Attitude change
(D) Conformity

130. The 'cognitive' component of an attitude consists of:
(A) The beliefs, thoughts, and ideas about the attitude object.
(B) The emotions and feelings associated with the attitude object.
(C) The tendency to act in a certain way toward the attitude object.
(D) The function the attitude serves for the individual.

131. According to Adler, the "style of life" is firmly established by what age?
(A) During adolescence
(B) In young adulthood
(C) By age 4 or 5
(D) It remains flexible throughout life

132. The 'phallic stage' of Freudian development is centered on:
(A) Weaning and feeding.
(B) Toilet training.
(C) Social and academic skill development.
(D) Genital awareness and the Oedipus complex.

NODIA

133. Which of the following is NOT a concept associated with Harry Stack Sullivan?
(A) Personifications
(B) Self-system
(C) Cardinal traits
(D) Dynamism

134. Read the following assertion and reason and choose the correct option.
Assertion (A): Attitude measurement techniques are designed to quantify an individual's predisposition towards an object.
Reason (R): Attitudes are abstract constructs and can only be inferred, not directly observed.

178. A key feature of projective tests is the use of _____ stimuli.
(A) ambiguous
(B) highly structured
(C) physically demanding
(D) culturally biased

179. In Adler's theory, an 'inferiority complex' develops when:
(A) An individual successfully strives for superiority.
(B) A person achieves a high degree of social interest.
(C) Feelings of inferiority are overwhelming and prevent personal growth.
(D) A person rejects societal norms and values.

180. Consider the following factors:
I. Proximity
II. Similarity
III. Physical Attractiveness
These are all major determinants of:
(A) Attitude change
(B) Interpersonal attraction
(C) Group cohesiveness
(D) Conformity

181. Match List-I (Attitude Function) with List-II (Purpose):
List I
P. Knowledge
Q. Ego-Defensive
R. Value-Expressive
S. Utilitarian
List II
1. Expressing one's central values and identity
2. Gaining rewards and avoiding punishments
3. Protecting self-esteem from threats
4. Organizing and understanding the world
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-1, S-2
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-3, R-1, S-4

182. A manager who consults with her team before making a decision is displaying a _____ leadership style.
(A) Autocratic
(B) Democratic
(C) Laissez-faire
(D) Charismatic

183. The concept of 'life space' in Lewin's theory includes:
(A) Only the physical objects in a person's vicinity.
(B) Only the person's internal thoughts and feelings.
(C) The historical events that have shaped a person's life.
(D) All internal and external forces with psychological effects at a given time.

184. The 'persona' archetype, according to Jung, is:
(A) The public mask or role a person presents to others.
(B) The feminine side of the male psyche.
(C) The hidden, darker aspects of the self.
(D) The ultimate goal of self-realization.

185. A person who is fixated at the oral stage of development might, according to Freud, exhibit which adult personality trait?
(A) Stubbornness
(B) Vanity
(C) Dependency
(D) Apathy

186. The main purpose of a personality inventory is to:
(A) Provide a structured and objective measure of personality traits.
(B) Uncover hidden unconscious conflicts.
(C) Observe behavior in a natural setting.
(D) Assess an individual's intelligence quotient.

187. "The enduring and unique pattern of a person's thoughts, feelings, and behaviors" is a definition of:
(A) Attitude
(B) Social perception
(C) Group dynamics
(D) Personality

188. Which of the following is a key concept in Harry Stack Sullivan's theory?
(A) The collective unconscious
(B) The importance of interpersonal relations for security
(C) The hierarchy of needs
(D) The structure of traits

Click Here to Buy book on Amazon

(D) Genital

289. The crisis of 'Trust vs. Mistrust' is the central theme of which of Erikson's stages?
(A) Toddlerhood
(B) Infancy
(C) Preschool
(D) Adolescence

290. All of the following are considered determinants of personality EXCEPT:
(A) Valence
(B) Heredity
(C) Environment
(D) Situation

291. Which of the following best describes the 'fundamental attribution error'?
(A) The tendency to attribute our successes to our own abilities and our failures to bad luck.
(B) The tendency to assume that others share our own attitudes and beliefs.
(C) The tendency to overemphasize personal factors in others' behavior.
(D) The tendency for first impressions to be lasting ones.

292. The 'proprium' is Allport's term for:
(A) The unconscious mind.
(B) A person's most dominant trait.
(C) The social mask one wears in public.
(D) The core of personality, or the self.

293. Which statement accurately describes a major difference between Freud and Erikson?
(A) Freud focused on development throughout the lifespan, while Erikson focused only on childhood.
(B) Erikson focused on psychosexual conflicts, while Freud focused on psychosocial crises.
(C) Erikson emphasized social and cultural factors more than Freud did.
(D) Freud's theory has eight stages, while Erikson's has five.

294. A leader who sets high standards and expects the group to perform at its best is demonstrating a _____ style.
(A) Relationship-oriented
(B) Task-oriented
(C) Laissez-faire
(D) Democratic

295. The concept of "personality" implies a degree of _____ in an individual's behavior across situations.
(A) variability
(B) unpredictability
(C) randomness
(D) consistency

296. The two routes to persuasion identified in the Elaboration Likelihood Model are:
(A) Central and Peripheral
(B) Informational and Normative
(C) Cognitive and Affective
(D) Internal and External

297. According to Adler, a child's _____ can have a significant impact on their personality development.
(A) physical health
(B) peer group
(C) birth order
(D) intelligence

298. The theorist who used the B=f(P,E) formula to express his view of personality was:
(A) Lewin
(B) Allport
(C) Sullivan
(D) Freud

299. In the context of attitude measurement, a scale that uses pairs of opposite adjectives is known as a:
(A) Likert scale
(B) Thurstone scale
(C) Guttman scale
(D) Semantic differential scale

300. The concept from Jung's theory that is most similar to Freud's concept of the personal unconscious is the:
(A) Collective unconscious
(B) It has no direct equivalent, as Jung's concept of personal unconscious is distinct.
(C) Shadow
(D) Anima/Animus

NODIA

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

199. Kurt Lewin is considered a central figure in the development of which field?
(A) Psychoanalysis
(B) Trait theory
(C) Analytical psychology
(D) Social psychology and group dynamics

200. The process of forming beliefs and judgments about others is known as:
(A) Social perception
(B) Attitude measurement
(C) Group dynamics
(D) Personality assessment

201. Match List-I (Theory) with List-II (Theorist):
List I
P. Psychoanalytic Theory
Q. Individual Psychology
R. Analytical Psychology
S. Interpersonal Theory
List II
1. Carl Jung
2. Harry Stack Sullivan
3. Sigmund Freud
4. Alfred Adler
(A) P-3, Q-4, R-1, S-2
(B) P-3, Q-1, R-4, S-2
(C) P-4, Q-3, R-1, S-2
(D) P-1, Q-4, R-2, S-3

202. Which of the following is a primary function of the Superego?
(A) To act as the moral conscience of the personality.
(B) To gratify instinctual desires immediately.
(C) To mediate between reality and desire.
(D) To store repressed memories.

203. A person's belief that they can successfully perform a certain behavior is related to which component of an attitude?
(A) Affective
(B) Cognitive
(C) Functional
(D) Behavioral intention

204. In a situational test, the primary focus of assessment is on:
(A) The individual's self-reported feelings.
(B) The individual's observed behavior.
(C) The individual's interpretation of ambiguous stimuli.
(D) The individual's past experiences.

205. The 'Anima' and 'Animus' are Jungian archetypes representing:
(A) The good and evil aspects of personality.
(B) The conscious mind and the unconscious mind.
(C) The feminine aspect in males and the masculine aspect in females.
(D) The mother and father figures in the psyche.

206. Which of Erikson's stages corresponds most closely to Freud's oral stage?
(A) Autonomy vs. Shame and Doubt
(B) Initiative vs. Guilt
(C) Industry vs. Inferiority
(D) Trust vs. Mistrust

207. According to attribution theory, we are most likely to make an 'internal' attribution for someone's behavior when:
(A) The behavior is consistent, not distinctive, and has low consensus.
(B) The behavior is consistent, distinctive, and has high consensus.
(C) The behavior is inconsistent, distinctive, and has high consensus.
(D) The behavior is inconsistent, not distinctive, and has low consensus.

208. Read the following assertion and reason and choose the correct option.
Assertion (A): Gordon Allport is considered a pioneer of trait theory.
Reason (R): He argued that personality is composed of a collection of stable, internal dispositions that guide behavior.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

209. The feeling of 'we-ness' or the degree to which members are attracted to a group is called:
(A) Conformity
(B) Cohesiveness
(C) Leadership
(D) Attribution

NODIA

210. Which statement is true regarding the nature and functions of attitudes?
(A) The nature of an attitude refers to its components (A-B-C), while the functions refer to the purposes it serves.
(B) The nature of an attitude refers to why we hold it, and the function refers to what it is.
(C) Attitudes have a nature but do not serve any specific functions for the individual.
(D) The functions of attitudes are limited to cognitive processes only.

211. The concept that adult motives may become independent of their childhood origins is known as:
(A) The pleasure principle
(B) The Oedipus complex
(C) Functional autonomy
(D) The inferiority complex

212. A personality inventory is a type of _____ test.
(A) projective
(B) situational
(C) performance
(D) self-report

213. A leader who remains aloof from the group and allows members to function with little to no guidance is known as a(n) _____ leader.
(A) autocratic
(B) democratic
(C) laissez-faire
(D) transformational

214. Which of the following theorists is NOT primarily associated with the personality theories discussed?
(A) Freud
(B) Skinner
(C) Adler
(D) Lewin

215. The tendency to form a favorable or unfavorable impression of a person based on one prominent characteristic is called the:
(A) Primacy effect
(B) Recency effect
(C) Attribution error
(D) Halo effect

216. Freud's theory is to psychosexual as Erikson's theory is to _____.
(A) psychosocial
(B) psychodynamic
(C) psychoanalytic
(D) psychological

217. "The totality of all possible events, both psychological and physical, that can influence an individual at a given moment" is Kurt Lewin's definition of:
(A) Force Field
(B) Valence
(C) Life Space
(D) Personal Construct

218. The "nature versus nurture" debate is most relevant to which area of psychological study?
(A) Determinants of personality
(B) Group dynamics
(C) Theories of attitude change
(D) Measurement of attitudes

219. Read the following statements and choose the correct option.
Statement I: Conformity is higher in individualistic cultures than in collectivistic cultures.
Statement II: Normative social influence is a powerful driver of conformity in many social situations.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

220. The primary difference between a personality inventory and a projective test lies in:
(A) The age of the person being tested.
(B) The structuredness of the test stimuli and response format.
(C) The theoretical basis of the test.
(D) The cost and time required for administration.

221. Which theorist is most closely associated with the concept of the "collective unconscious"?
(A) Sigmund Freud
(B) Alfred Adler
(C) Carl Jung
(D) Erik Erikson

Downloaded from www.pdf.tube

222. Consider the following:
I. A person's beliefs about the death penalty.
II. A person's feelings about a political candidate.
III. A person's tendency to vote in every election.
These three items represent, respectively, which components of attitude?
(A) Affective, Behavioral, Cognitive
(B) Cognitive, Affective, Behavioral
(C) Behavioral, Cognitive, Affective
(D) Cognitive, Behavioral, Affective

223. According to Sullivan, personality is:
(A) The relatively enduring pattern of recurrent interpersonal situations.
(B) A set of fixed traits.
(C) A product of the collective unconscious.
(D) The outcome of psychosexual development.

224. In the context of leadership, an autocratic style is characterized by:
(A) High group participation
(B) Centralized authority and control
(C) Delegated decision-making
(D) A focus on team morale over task completion

225. The final psychosocial stage in Erikson's theory, where one reflects on their life, is:
(A) Generativity vs. Stagnation
(B) Integrity vs. Despair
(C) Intimacy vs. Isolation
(D) Identity vs. Role Confusion

226. Match List-I (Concept) with List-II (Area):
List I
P. Primacy Effect
Q. Fundamental Attribution Error
R. Proximity
S. Conformity
List II
1. Interpersonal Attraction
2. Group Dynamics
3. Social Perception
4. Attribution Theory
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

227. The most basic of Freud's defense mechanisms, which involves pushing threatening thoughts into the unconscious, is:
(A) Projection
(B) Denial
(C) Repression
(D) Sublimation

228. A key determinant of personality assessment validity is whether the test:
(A) Produces consistent scores over time.
(B) Is easy for the test-taker to understand.
(C) Has been used in many previous research studies.
(D) Measures the construct it claims to measure.

NODIA

229. Adler's term for the unique way each individual seeks to overcome feelings of inferiority is:
(A) Self-actualization
(B) The creative self
(C) The style of life
(D) The superiority complex

230. The 'knowledge function' of an attitude is to:
(A) Express one's self-concept.
(B) Provide meaning and structure to one's world.
(C) Protect one's ego.
(D) Maximize rewards and minimize punishments.

231. The stage of 'Industry vs. Inferiority' in Erikson's model focuses on the child's efforts to:
(A) Develop a sense of trust in the world.
(B) Assert independence and personal will.
(C) Form a coherent sense of self.
(D) Master academic and social skills.

232. Which of the following is NOT a projective test?
(A) 16 Personality Factor Questionnaire (16PF)
(B) Thematic Apperception Test
(C) Rorschach Inkblot Test
(D) House-Tree-Person Test

233. The study of how individuals perceive, think about, and relate to one another is the domain of:
(A) Personality psychology
(B) Clinical psychology
(C) Social psychology
(D) Developmental psychology

189. Read the following statements and choose the correct option.
Statement I: Attribution theory explores how individuals explain the causes of events and behavior.
Statement II: A major finding is the fundamental attribution error, where we tend to overemphasize situational factors for others' behavior.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

190. What is the final stage of psychosexual development in Freud's theory?
(A) Oral Stage
(B) Phallic Stage
(C) Latency Stage
(D) Genital Stage

191. Read the following assertion and reason and choose the correct option.
Assertion (A): In Asch's conformity experiments, many participants conformed to the group's incorrect answer even when they knew it was wrong.
Reason (R): This conformity was often a result of normative social influence, the desire to fit in and avoid social disapproval.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

192. Which of the following is NOT one of the three components of attitudes?
(A) Affective
(B) Functional
(C) Behavioral
(D) Cognitive

193. The theorist who proposed that personality is shaped by the struggle to overcome feelings of inferiority was:
(A) Carl Jung
(B) Alfred Adler
(C) Sigmund Freud
(D) Gordon Allport

194. A test in which you are shown a picture of an ambiguous social scene and asked to tell a story about it is the:
(A) Thematic Apperception Test (TAT)
(B) Rorschach Inkblot Test
(C) Minnesota Multiphasic Personality Inventory (MMPI)
(D) 16 Personality Factor Questionnaire (16PF)

195. Consider the following statements about determinants of personality:
I. Heredity sets certain limits on personality development.
II. Environment provides the opportunities for personality to develop.
III. Personality is solely determined by genetic factors and is unchangeable.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

196. The central theme of Erikson's theory of psychosocial development is:
(A) The resolution of unconscious sexual conflicts.
(B) The process of self-actualization.
(C) The acquisition of behavior through reinforcement and punishment.
(D) The development of ego identity through a series of social crises.

197. A trait that is so pervasive that it dominates a person's entire life, such as Machiavelli's quest for power, would be called a _____ trait by Allport.
(A) Central
(B) Secondary
(C) Cardinal
(D) Common

198. The forces that bind group members together and promote liking between them are referred to as:
(A) Conformity pressures
(B) Group cohesiveness
(C) Leadership styles
(D) Social norms

Click Here to Buy book on Amazon

self.

248. The primary conflict during adolescence, according to Erikson, is:
(A) Identity vs. Role Confusion
(B) Trust vs. Mistrust
(C) Initiative vs. Guilt
(D) Intimacy vs. Isolation

249. A correct pair of theorist and concept is:
(A) Freud - Striving for superiority
(B) Adler - Psychosocial stages
(C) Lewin - Life space
(D) Erickson - Collective unconscious

250. The process of making judgments about the causes of behavior is called:
(A) Attribution
(B) Impression formation
(C) Attitude formation
(D) Conformity

251. Which of the following is an example of a situational determinant of personality expression?
(A) A person's genetic makeup.
(B) The culture in which a person was raised.
(C) A person's core values and beliefs.
(D) A person behaving differently at a party than in a library.

252. The 'Oedipus complex' is theorized to occur during which of Freud's stages?
(A) Oral
(B) Phallic
(C) Anal
(D) Latency

253. According to Allport, a trait like 'shyness' that is a major characteristic of a person would be a:
(A) Cardinal trait
(B) Secondary trait
(C) Central trait
(D) Source trait

254. The measurement of attitudes is crucial for social psychologists because:
(A) Attitudes are easy to change.
(B) Attitudes are the same as personality.
(C) Attitudes are directly observable.
(D) Attitudes are believed to predict behavior.

255. In group dynamics, leadership is best understood as a:
(A) Process of influence within a group context.
(B) Personality trait inherent in some individuals.
(C) Formal position of authority.
(D) Method for ensuring conformity.

256. Which of the following is a key concept from Sullivan's interpersonal theory?
(A) Archetype
(B) Personification
(C) Life Space
(D) Proprium

257. An incorrect pair of theorist and theory type is:
(A) Freud - Psychodynamic
(B) Allport - Trait
(C) Lewin - Field
(D) Adler - Psychosocial

NODIA

258. An attitude formed to protect the self from unpleasant realities is serving an:
(A) Ego-defensive function
(B) Value-expressive function
(C) Knowledge function
(D) Instrumental function

259. A primary characteristic of a projective test of personality is that it:
(A) Is objectively scored.
(B) Has high predictive validity.
(C) Uses ambiguous stimuli.
(D) Is a form of self-report inventory.

260. The strength of the 'we-feeling' within a group is its:
(A) Conformity level
(B) Leadership effectiveness
(C) Size
(D) Cohesiveness

261. In impression formation, if you learn that a new colleague is 'intelligent', you might also assume they are 'skillful' and 'hardworking'. This is an example of:
(A) The primacy effect
(B) The recency effect
(C) The halo effect
(D) An attributional bias

262. The stage in which a child develops a sense of competence by mastering new skills is termed by Erikson as:
(A) Autonomy vs. Shame
(B) Industry vs. Inferiority
(C) Initiative vs. Guilt
(D) Identity vs. Role Confusion

263. Which statement best reflects Alfred Adler's view of humanity?
(A) People are primarily driven by unconscious sexual urges.
(B) People are products of their environment and reinforcements.
(C) People are guided by inherited archetypes from ancestors.
(D) People strive to overcome inferiority and achieve personal goals.

264. A personality inventory is a form of assessment that relies on:
(A) Self-report from the individual.
(B) Observation by a trained clinician.
(C) Interpretation of ambiguous images.
(D) Performance on a standardized task.

265. The term 'life space' (Lebensraum), central to Lewin's theory, refers to:
(A) The physical area a person occupies.
(B) The social class into which a person is born.
(C) A person's entire psychological world at a given moment.
(D) The historical context of a person's life.

266. A person's tendency to overestimate the influence of personality and underestimate the influence of the situation on the behavior of others is called:
(A) The fundamental attribution error
(B) The self-serving bias
(C) The halo effect
(D) Cognitive dissonance

267. The central idea of H.S. Sullivan's theory is that personality can only be understood in the context of:
(A) Brain chemistry
(B) Genetic predispositions
(C) Early psychosexual stages
(D) Interpersonal relations

268. Which of the following is NOT one of Allport's three categories of personal dispositions?
(A) Cardinal
(B) Source
(C) Central
(D) Secondary

269. The most basic function of an attitude is to:
(A) Help us express our values.
(B) Defend our ego.
(C) Guide our behavior toward or away from an object.
(D) Make us popular with others.

270. In Erikson's theory, the main challenge of young adulthood is to develop:
(A) A stable identity
(B) A sense of competence
(C) A feeling of integrity about one's life
(D) Close, intimate relationships

271. According to Freud, the 'reality principle' is associated with the operation of the:
(A) Ego
(B) Id
(C) Superego
(D) Collective Unconscious

272. A major determinant of conformity is:
(A) Group size
(B) All of the above
(C) Group unanimity
(D) Group status

273. The 'Thematic Apperception Test' (TAT) is a projective technique where a person is asked to:
(A) Interpret a series of inkblots.
(B) Tell a story about an ambiguous picture.
(C) Complete a set of unfinished sentences.
(D) Answer true/false questions about their feelings.

274. The concept of 'style of life' is a cornerstone of the personality theory of:
(A) Adler
(B) Freud
(C) Jung
(D) Erikson

Downloaded from www.pdf.tube

275. When a group's desire for harmony overrides a realistic appraisal of alternatives, _____ has occurred.
(A) Group polarization
(B) Social loafing
(C) Groupthink
(D) Deindividuation

276. The concept of 'functional autonomy of motives' was proposed by:
(A) Sigmund Freud
(B) Kurt Lewin
(C) Carl Jung
(D) Gordon Allport

277. The 'cognitive' component of an attitude about a particular car brand would include:
(A) The feeling of excitement when driving the car.
(B) The intention to purchase the car.
(C) The belief that the car has good fuel efficiency.
(D) The social status associated with owning the car.

278. Which theorist extended personality development across the entire lifespan?
(A) Freud
(B) Erikson
(C) Adler
(D) Sullivan

279. In Lewin's theory, a psychological 'force' has properties of:
(A) Valence, distance, and time.
(B) Cognition, affect, and behavior.
(C) Id, ego, and superego.
(D) Direction, strength, and point of application.

280. The personality theorist who focused on interpersonal relationships and the 'self-system' was:
(A) Sullivan
(B) Allport
(C) Lewin
(D) Jung

281. The Rorschach test and the TAT are both examples of what type of personality assessment?
(A) Inventories
(B) Situational tests
(C) Projective tests
(D) Behavioral observations

282. The 'pleasure principle' guides the _____, while the 'reality principle' guides the _____.
(A) Id; Ego
(B) Ego; Id
(C) Id; Superego
(D) Superego; Ego

283. The belief that one's culture is superior to others can be seen as an attitude serving a(n) _____ function.
(A) knowledge
(B) utilitarian
(C) value-expressive
(D) ego-defensive

284. 'Similarity' is a powerful predictor of:
(A) Group cohesiveness
(B) Interpersonal attraction
(C) Conformity
(D) Leadership style

285. A democratic leader is most likely to:
(A) Impose a decision on the group.
(B) Allow the group to function without any guidance.
(C) Encourage discussion and consider group feedback.
(D) Focus exclusively on task completion.

286. The concept of archetypes is central to the theory of:
(A) Sigmund Freud
(B) Alfred Adler
(C) Gordon Allport
(D) Carl Jung

NODIA

287. Which of the following is a primary characteristic of a personality inventory?
(A) It consists of a standardized set of questions with objective scoring.
(B) It uses ambiguous stimuli.
(C) It requires subjective interpretation by the scorer.
(D) It observes behavior in a contrived social situation.

288. A person who is stubborn and compulsively neat may be described by Freudians as having a fixation at the _____ stage.
(A) Oral
(B) Anal
(C) Phallic

234. In Lewin's theory, the environment as it is perceived and understood by the individual is the:
(A) Psychological environment
(B) Physical environment
(C) Social environment
(D) Objective environment

235. The concept that is NOT associated with Freud's theory is:
(A) Id, Ego, Superego
(B) Psychosexual stages
(C) Defense mechanisms
(D) Collective unconscious

236. A person who justifies cheating on an exam by saying "everyone else does it" is likely reducing:
(A) Group cohesiveness
(B) Cognitive dissonance
(C) Attribution error
(D) Interpersonal attraction

237. The 'Asch experiment' is a famous demonstration of:
(A) Leadership styles
(B) Attitude change
(C) Conformity
(D) Impression formation

238. "A relatively stable and enduring predisposition to behave in a certain way" is a definition of a:
(A) Motive
(B) Mood
(C) Drive
(D) Trait

239. The 'ego' in psychoanalytic theory is responsible for navigating external reality, hence it operates on the:
(A) Reality Principle
(B) Pleasure Principle
(C) Moral Principle
(D) Idealistic Principle

240. The 'actor-observer bias' in attribution suggests that we attribute our own actions to _____ factors and others' actions to _____ factors.
(A) dispositional; situational
(B) situational; dispositional
(C) positive; negative
(D) negative; positive

241. Which of the following theorists is best known for his eight-stage model of psychosocial development?
(A) Sigmund Freud
(B) Erik Erikson
(C) Alfred Adler
(D) Kurt Lewin

242. A test consisting of a series of true/false statements designed to measure personality traits is a(n):
(A) Personality inventory
(B) Projective test
(C) Situational test
(D) Aptitude test

243. The desire to be liked and accepted by a group leads to:
(A) Informational conformity
(B) Obedience
(C) Normative conformity
(D) Individuation

244. The theory that focuses on the 'life space' as the key determinant of behavior was proposed by:
(A) Allport
(B) Sullivan
(C) Jung
(D) Lewin

245. The term 'dynamism' in Sullivan's theory is best defined as:
(A) A person's mental image of themselves.
(B) A state of complete physical and mental well-being.
(C) A long-term, recurrent pattern of energy transformation.
(D) A defense mechanism to reduce anxiety.

246. Which of the following is a key determinant of interpersonal attraction?
(A) Group cohesiveness
(B) Similarity
(C) Leadership style
(D) Conformity

247. The 'shadow' in Jungian theory contains:
(A) The socially acceptable aspects of the self.
(B) The masculine and feminine principles.
(C) The spiritual and transcendent aspirations.
(D) The repressed, undesirable aspects of the

Click Here to Buy book on Amazon

ANSWERS

1. (B) The unique and relatively stable pattern of behaving, feeling, and thinking.
Personality encompasses the distinct and enduring characteristics that define an individual. It refers to a consistent pattern of behaviors, emotions, and thought processes that remain relatively stable across different situations and time periods. This psychological construct helps distinguish one person from another, focusing on internal dispositions rather than temporary moods or social expectations.

2. (A) The Id
In psychoanalytic theory, the id is the primitive and instinctive component of the human personality. It operates entirely on the pleasure principle, seeking immediate gratification of all needs, wants, and urges. If these impulses are not satisfied, the individual experiences tension or anxiety. It is present from birth and remains entirely unconscious.

3. (A) Both Statement I and Statement II are true.
Attitudes possess a complex structure consisting of cognitive, affective, and behavioral components, which describe their fundamental nature. Simultaneously, attitudes serve various psychological purposes for an individual, such as protecting self-esteem through ego-defense mechanisms. Both descriptions accurately capture how attitudes are organized and the utilitarian roles they play within an individual's social psyche.

4. (D) Primacy effect
Social perception often relies on initial data gathered about a person, creating a lasting impact on the overall judgment formed. This cognitive bias suggests that information presented first carries more weight than subsequent information. It shapes the framework through which all later observations are interpreted, often making it difficult to change a first impression.

5. (C) Foundational traits
Gordon Allport categorized personal dispositions into three distinct levels to describe human personality. Cardinal traits are dominant, central traits are general characteristics, and secondary traits appear only in specific circumstances. The term foundational traits is not part of this specific classification system and does not represent a category used in Allport's trait-based psychological framework.

6. (B) Thematic Apperception Test (TAT)
Projective techniques involve presenting individuals with ambiguous stimuli to uncover hidden emotions and internal conflicts. This specific assessment requires subjects to create narratives based on vague social scenes. By telling a story, individuals project their own unconscious needs, motivations, and personality dynamics onto the characters, providing clinicians with deeper insights into their underlying psychological state.

7. (D) Self-serving bias
Individuals often protect their self-esteem by attributing positive outcomes to their own internal traits and negative outcomes to external environmental factors. When a student credits success to hard work but blames a failing grade on an unfairly difficult test, they are demonstrating a common cognitive distortion designed to maintain a positive self-image during distress.

8. (A) Both A and R are true and R is the correct explanation of A.
Successful navigation of early adulthood requires the ability to form deep, committed relationships with others. This psychosocial development is contingent upon having successfully established a clear and stable sense of self during the preceding adolescent stage. Without a firm identity, individuals struggle to merge their lives with others, often leading to social withdrawal and feelings of loneliness.

9. (C) Normative social influence
Social pressure often leads individuals to change their behavior to meet the expectations of a group. This type of conformity is driven by the human need for social approval and the fear of

Downloaded from www.pdf.tube

sense of psychological security and structural order.

46. (D) Use of ambiguous or unstructured stimuli
Assessment tools used to explore the unconscious mind rely on materials that lack a clear, single meaning. By presenting vague images or open-ended tasks, these tests encourage individuals to impose their own interpretations and feelings onto the material. This process allows hidden personality traits and internal conflicts to be revealed in a way that structured, direct questions might not.

47. (A) Genital Stage
The culmination of psychosexual development occurs during adolescence and continues throughout adulthood. This stage is characterized by the redirection of sexual energy toward mature, heterosexual relationships and social activities. It follows a period of relative calm and represents the point where the individual seeks to balance their own needs with the needs of others in a functional manner.

48. (A) P-2, Q-4, R-1, S-3
Social psychology and personality study encompass various interconnected domains. These include how individuals maintain self-esteem through their beliefs and how they judge the causes of behavior in others. Furthermore, researchers examine how groups influence individual actions and how specific tools are used to measure stable traits. These topics collectively help explain the complexities of human interaction and individual.

49. (B) Universal patterns and images derived from the collective unconscious.
Analytical psychology identifies fundamental, inherited themes that appear in the myths, dreams, and art of all cultures. These symbolic representations reflect shared human experiences and are stored in a deep, common layer of the mind. They act as predispositions that influence how individuals perceive and respond to the world, providing a universal framework for understanding the psyche.

50. (A) Adolescence
During the teenage years, individuals face the critical task of integrating their various roles and experiences into a coherent sense of self. This process involves exploring different values, beliefs, and career goals to determine who they are and where they belong in society. Failure to resolve this crisis can result in uncertainty about one's future and direction.

NODIA

51. (C) Is so dominant that it influences nearly all of a person's behavior.
Some personality characteristics are so powerful that they define an individual's entire existence and drive almost every action they take. While relatively rare, these traits make a person immediately recognizable to others, as their lives seem to revolve around a single theme or motivation. Such dominant dispositions override other qualities and remain consistent across nearly every situation encountered.

52. (D) Conformity
Social influence often results in individuals adjusting their actions or beliefs to align with the perceived standards of a larger group. This process can occur due to a desire for accuracy or a need for social acceptance. By following the behavior of others, individuals reduce the risk of being viewed as deviant, helping to maintain group harmony and cohesion.

53. (D) I, II, and III
Several techniques exist for quantifying human attitudes toward various objects or ideas. One method involves using expert judges to categorize statements before they are presented to respondents. Another popular approach uses a multi-point scale to gauge the strength of agreement. A third technique employs pairs of opposing adjectives to capture the emotional meaning associated with a concept.

54. (B) The smallest, enduring, recurrent pattern of behavior.
Interpersonal theory defines personality as a collection of consistent habits used to interact with others. These patterns are established to satisfy basic needs and reduce anxiety within social relationships. They represent the smallest units of behavior that recur over time, shaping how an individual consistently relates to others. These traits are dynamic rather than static, reflecting ongoing social interactions.

eventually culminating in the final stage of mature adult sexuality that starts with the onset of puberty.

19. (C) Internal, stable dispositions
Trait theories focus on identifying the consistent characteristics that make each person unique. These internal dispositions are considered the building blocks of personality, providing a stable foundation for behavior across various contexts. Unlike psychodynamic approaches that stress unconscious conflicts, this perspective emphasizes measurable tendencies that remain relatively constant throughout an individual's life, guiding their distinct responses.

20. (D) The striving for superiority to overcome feelings of inferiority.
Individual psychology posits that all humans are born with feelings of incompleteness or weakness. The central drive of life involves an effort to master these limitations and achieve a sense of competence or perfection. This continuous struggle for growth and self-improvement is seen as the fundamental force that shapes an individual's unique personality and lifelong goals.

21. (A) P-3, Q-1, R-4, S-2
Different psychological frameworks offer unique perspectives on human behavior and development. These include the study of inherited universal symbols, the unique way individuals approach life's challenges, and the various stages of social growth across the lifespan. Additionally, some theories focus on the immediate psychological environment and the totality of facts that influence a person's actions at any moment.

22. (B) Autocratic
Leadership styles vary based on how power is distributed and decisions are made within a group. A style characterized by centralized authority involves a single individual making choices with little to no input from others. This approach prioritizes efficiency and control over group participation, often resulting in quick decisions but potentially lowering the morale of group members.

23. (D) How people explain the causes of their own and others' behavior.
Social psychology examines the cognitive processes used to interpret the actions of ourselves and others. This field focuses on how people assign meaning to events by identifying causal factors, such as personal traits or situational pressures. Understanding these judgments helps explain how impressions are formed and how individuals react to successes and failures in their social environment.

24. (A) Cognitive dissonance function
Attitudes serve several essential roles, including providing structure to the world, expressing core values, and protecting the self from anxiety. While cognitive dissonance describes the psychological state of discomfort resulting from conflicting beliefs, it is not considered a functional purpose that an attitude serves for the individual. Instead, it is a mechanism that triggers changes in existing attitudes.

25. (A) Both A and R are true and R is the correct explanation of A.
Projective assessments rely on the hypothesis that people will reveal their hidden motivations when faced with unstructured tasks. To facilitate this, the materials used are intentionally vague and lacking in clear meaning. This lack of structure prevents the respondent from giving standard or socially desirable answers, instead forcing them to rely on their own internal thoughts.

26. (A) Industry vs. Inferiority
During the elementary school years, children focus on developing new skills and comparing themselves to their peers. This stage is marked by a drive to achieve competence in academic and social tasks. Successful experiences foster a sense of pride and capability, while repeated failures or lack of support can lead to feelings of inadequacy or being unproductive.

27. (D) Adult motives are functionally independent of their childhood origins.
This principle suggests that the reasons an adult performs a particular action may be completely different from why they started that behavior as a child. While a habit might begin due to a basic drive or parental pressure, it can eventually become a self-sustaining motive. The behavior

Click Here to Buy book on Amazon

82. (B) Both A and R are true but R is not the correct explanation of A.
Social psychology places a heavy emphasis on quantifying attitudes because they are presumed to be the underlying drivers of human action. While specific scales provide reliable numerical data regarding feelings, the relationship between internal beliefs and behavior is complex. Factors such as situational constraints mean that measurements cannot perfectly predict future choices, regardless of their statistical accuracy.

83. (C) Projection
This defense mechanism involves an individual disowning their own unacceptable thoughts or impulses and instead perceiving them in someone else. By seeing their own flaws in others, the person protects their ego from the anxiety that would come from acknowledging those traits within themselves. It is an unconscious process that distorts reality to maintain a positive self-image.

84. (D) Protect an individual's self-esteem from threats.
Some attitudes are formed and maintained as a way to shield the individual from internal conflicts or external threats to their self-worth. By holding these beliefs, a person can justify their actions or minimize their perceived shortcomings. This psychological strategy helps maintain a positive self-image and reduces the anxiety that would arise from confronting unpleasant truths about themselves.

85. (C) Infancy (first year)
The first major crisis in psychosocial development occurs during the earliest period of life. At this time, the child is completely dependent on caregivers for survival and comfort. If the care received is consistent and reliable, the individual develops a sense of security and confidence in the world. Conversely, neglectful or inconsistent care leads to lasting fear.

86. (B) Secondary trait
Personal dispositions vary in how broadly they influence an individual's behavior. Some characteristics are not core to a person's identity but appear only under certain conditions or in response to specific triggers. These situational qualities are less consistent and less obvious to observers than general traits, making them less useful for describing the person's overall daily social interactions.

NODIA

87. (D) Archetype
Field theory explains behavior using concepts like the psychological environment, the value of goals, and the forces that drive or restrain movement. However, the idea of universal, inherited patterns of thought belongs to a different psychological tradition focused on the collective unconscious. These symbolic images are not part of the model that emphasizes current psychological facts and situations.

88. (A) Inventories rely on self-report, while projective tests use ambiguous stimuli.
Personality assessment tools vary significantly in their structure and approach. One method relies on individuals providing direct answers to specific questions about their own traits and behaviors. In contrast, another method uses vague materials that require the respondent to impose their own meaning. This fundamental difference in format determines how results are analyzed and what personality aspects are revealed.

89. (B) P-2, Q-4, R-1, S-3
Evaluating human personality and beliefs involves a range of methodologies tailored to different research or clinical goals. Some techniques utilize ambiguous imagery to uncover deep-seated emotions, while others use structured questionnaires for self-description. Additionally, observers might monitor actions in simulated environments or use standardized scales to measure opinions. These various tools provide a multifaceted view of individual psychology.

90. (A) Social perception
The study of how people form judgments and develop beliefs about others is a core area of social psychology. This process includes understanding how initial information is processed, how attributions are made regarding behavior, and how overall evaluations of character are constructed. These cognitive activities are essential for navigating social environments and establishing relationships, as they dictate interaction patterns.

the creation of a consistent pattern of behavior and thought throughout adult life.

37. (A) Both Statement I and Statement II are true.
In the psychoanalytic model, the moral component of personality focuses on perfection and societal standards. It develops as children internalize the rules and values taught by parents and authority figures through the socialization process. This structure acts as a conscience, punishing the individual with feelings of guilt when they fail to live up to the internalized ideal.

38. (B) Overestimate personal traits and underestimate situational factors in others.
When observing the actions of other people, individuals have a tendency to rely on internal explanations rather than external ones. This cognitive bias leads observers to believe that a person's behavior is caused by their character or personality traits, while neglecting the impact of the specific circumstances or environmental pressures that might have actually influenced the person's choices.

39. (D) A general characteristic that forms the basic foundations of personality.
Personality is composed of several layers of characteristics that vary in their influence. One category includes the general building blocks that describe most of an individual's behavior across different situations. These are the core qualities usually mentioned when describing someone to others. While not as all-consuming as a single dominant drive, they are far more consistent than situational responses.

40. (A) Elaboration Likelihood Model
This communication theory suggests that people process persuasive messages in two different ways. The first involves careful and thoughtful consideration of the actual arguments presented. The second relies on superficial cues, such as the attractiveness of the speaker or the length of the message. The chosen path depends on the individual's motivation and ability to analyze information.

41. (A) II, III, I, IV
Psychosocial development proceeds through a fixed series of stages from birth through childhood. The process begins with establishing a basic sense of security and trust in caregivers. It then moves to the development of physical control and independence, followed by the exploration of purpose through play. Finally, children focus on mastering skills and feeling productive in school.

42. (A) The positive or negative value of an object or region in the life space.
Field theory uses a specific term to describe the attractiveness or repulsiveness of a goal or area within an individual's psychological environment. Objects that satisfy a person's needs are considered to have a positive quality, drawing the individual toward them. Conversely, areas associated with threat or discomfort have a negative quality, creating a force that pushes them away.

43. (D) Jung - The division of personality into Id, Ego, and Superego.
Psychological theories are defined by their specific structures and concepts used to explain the mind. While one prominent model divides the personality into instinctual drives, a realistic mediator, and a moral conscience, this was proposed by Freud rather than Jung. Jung's framework focused instead on concepts like the personal unconscious, the collective unconscious, and various universal archetypes.

44. (A) Both A and R are true and R is the correct explanation of A.
Strong bonds between group members can lead to a dysfunctional decision-making process where the desire for unanimity becomes the primary goal. In these situations, individuals may suppress dissenting opinions or fail to consider alternative perspectives to avoid conflict. This can result in poor choices and a lack of critical evaluation, showing that extreme unity is not always beneficial.

45. (C) Organize and structure their world, providing consistency and stability.
Attitudes act as cognitive maps that help individuals make sense of a complex environment. By providing a stable framework for interpreting new information, they reduce uncertainty and simplify decision-making. This allows people to categorize experiences efficiently, ensuring that their perception of the world remains consistent and predictable, which ultimately provides a

Downloaded from www.pdf.tube

rejection or ostracism. Even if a person privately disagrees, they may publicly comply to remain accepted and avoid standing out negatively in a social setting.

10. (A) High cohesiveness always leads to better decision-making and performance.
Group cohesiveness reflects the strength of the bonds linking members together. While it often improves morale, it does not guarantee superior performance or decision-making. Extreme unity can lead to groupthink, where members prioritize harmony over critical analysis, potentially resulting in flawed outcomes. Cohesiveness is influenced by group size, external threats, and mutual attraction among members.

11. (D) I, II, and III
Analytical psychology identifies several archetypes within the human psyche. The persona acts as a social mask for external interactions, while the shadow contains repressed or primitive impulses. Furthermore, the anima represents the internal feminine side of men, and the animus represents the masculine side of women. These components collectively form the structure of an individual's personality.

12. (B) The sum of all psychological facts that have an influence on an individual at a given time.
Field theory emphasizes that behavior is determined by the totality of coexisting facts which are conceived as mutually interdependent. This psychological field includes the person and their environment as perceived by the individual at any given moment. It encompasses every factor, whether conscious or unconscious, that has the potential to influence a person's current actions or thoughts.

13. (C) Mental images or ideas we have of ourselves and others.
Interpersonal theory suggests that individuals develop specific mental constructs to understand themselves and their relationships. These images, formed during early development, are based on experiences of anxiety and satisfaction. They act as filters through which people perceive others, influencing how they interact in social situations. Examples include the concepts of the good-me and the bad-me.

14. (D) To mediate between the demands of the id, the superego, and reality.
Within the psychoanalytic framework, the ego functions as the rational component of the mind. It operates according to the reality principle, striving to satisfy the basic urges of the id in socially acceptable ways. Simultaneously, it must balance these desires against the moral constraints imposed by the superego, serving as the decision-making executive of the personality.

15. (A) Likert scale
Psychometric tools are frequently used to quantify attitudes by measuring the intensity of an individual's feelings toward a subject. This specific measurement technique involves a series of statements where respondents choose from a range of responses, typically from strongly agree to strongly disagree. It provides a numerical value that reflects the respondent's overall positive or negative disposition.

16. (B) Observing behavior during a simulated work-related task.
Behavioral assessment often involves placing individuals in controlled environments that mimic real-life challenges to evaluate their reactions and skills. By observing how a person manages specific tasks or interacts with others in a simulated setting, researchers can gain objective data regarding personality traits. This approach is more direct than self-report questionnaires or interpreting ambiguous visual stimuli.

17. (B) Cognitive Dissonance Theory
Psychological tension occurs when a person's actions contradict their established beliefs or when they hold two incompatible ideas simultaneously. To reduce this discomfort, individuals are motivated to change their attitudes or behaviors to restore internal harmony. This process highlights the human drive for consistency and explains why people often justify or rationalize their choices after making them.

18. (A) IV, I, III, V, II
Human development follows a specific sequence of stages centered on different erogenous zones and psychological conflicts. It begins with a focus on nursing, moves to toilet training, and then explores gender identity. A period of dormant sexual interest follows during middle childhood,

NODIA

55. (D) Internal attribution
When people interpret the actions of others, they often look for causes within the individual rather than in the environment. This process involves concluding that a person's behavior is the result of their innate characteristics, motives, or beliefs. By focusing on these dispositional factors, observers create a stable explanation for why someone acted in a particular way.

56. (A) Measure and describe individual differences in personality.
The primary objective of evaluating personality is to systematically identify and categorize the unique traits that distinguish one person from another. These tools are designed to provide an accurate profile of an individual's typical patterns of thought, feeling, and behavior. This information is used in various fields, including clinical diagnosis, career counseling, and research, to understand human diversity.

57. (C) The Superego
Within the psychoanalytic structure of the mind, one component serves as the moral guardian of the individual. It incorporates the values and ethics learned from society and parents, striving for an ideal state of perfection. This part of the personality evaluates thoughts and actions based on these internalized rules, producing feelings of pride for compliance and guilt for failings.

58. (A) Social status hierarchy
Interpersonal attraction is influenced by several well-documented psychological principles. These include being physically close to someone, sharing similar interests or beliefs, and the tendency to like those who express liking for us. While social standing may play a role in some contexts, it is not traditionally classified as one of the fundamental determinants of initial attraction in social psychology.

59. (D) Phallic Stage
During early childhood, development focuses on the discovery of physical differences between genders. This period is marked by an intense, unconscious emotional conflict involving attachment to the parent of the opposite sex and rivalry with the parent of the same sex. Successfully resolving this tension is crucial for the development of a healthy superego and stable gender identity.

60. (B) Encourages group participation and delegates authority.
This leadership style emphasizes collaboration and group involvement in the decision-making process. The leader acts as a facilitator, encouraging members to share their ideas and take responsibility for certain tasks. By promoting open communication and valuing the input of the entire team, this approach often leads to higher levels of satisfaction and commitment among group members while maintaining standards.

61. (A) Both A and R are true and R is the correct explanation of A.
Individual psychology suggests that feeling inadequate is a universal human experience that serves as a powerful catalyst for change. These feelings are not viewed as a pathological condition but rather as a natural motivation to improve oneself and one's circumstances. By striving to overcome perceived weaknesses, individuals are driven toward growth, achievement, and their full potential.

62. (D) Self-Perception Theory
This psychological theory proposes that people often lack direct access to their own internal states and attitudes. Instead, they infer what they believe or feel by looking at how they have acted in the past, much like an outside observer would. This process is most common when internal cues are weak, leading the individual to conclude attitudes.

63. (A) Personality is an interplay of genetic and environmental factors.
Modern psychology recognizes that personality is not the result of a single cause but rather the product of complex interactions. Biological predispositions provide a range of possibilities, while the social and physical environment shapes which traits are emphasized and expressed. This dynamic relationship ensures that while there is consistency in behavior, individuals also adapt to unique life.

Click Here to Buy book on Amazon

64. (B) Behavior is a function of the person and their environment.
Field theory represents the idea that an individual's actions are determined by the interaction between their internal characteristics and their external surroundings. This formula emphasizes that neither the person's traits nor the situation alone can fully explain behavior. Instead, it is the combined effect of both elements, as they exist in the psychological field, that dictates responses.

65. (B) Generativity vs. Stagnation
During middle adulthood, the primary psychosocial challenge involves the need to create or nurture things that will outlast the individual. This is often achieved through parenting, mentoring others, or making meaningful contributions to society through work and creative pursuits. Success in this stage leads to a sense of usefulness, while failure can result in feeling disconnected.

66. (A) Personality inventory
Assessment tools that use a structured, objective format often involve individuals selecting from pre-defined responses to describe themselves. These questionnaires are designed to measure a wide range of traits by aggregating answers across many items. This specific test uses factor analysis to identify core dimensions, providing a comprehensive profile that can be used for clinical, educational, or organizational.

67. (C) The attitude provides a way to express one's core values and self-concept.
Some attitudes are held primarily because they allow an individual to communicate their identity and what they stand for to the world. By expressing these beliefs, the person reinforces their own self-image and connects with others who share similar principles. This function is less about managing the environment and more about the internal need for authenticity and public affirmation.

68. (A) P-3, Q-1, R-4, S-2
Defense mechanisms are unconscious strategies used by the ego to protect itself from anxiety. These include pushing distressing thoughts out of awareness, ascribing one's own unacceptable feelings to someone else, and returning to behaviors typical of an earlier developmental stage. Another strategy involves transforming potentially harmful impulses into productive or socially valued activities, which is a mature response.

69. (C) Intergroup competition
The level of unity within a group can be significantly influenced by external circumstances. When a group faces a common challenge or competes against an outside entity, internal differences are often set aside in favor of cooperation. This shared external pressure creates a common enemy effect, which strengthens the bonds between members and motivates them to work together.

70. (B) The "dark side" of the personality, containing repressed ideas and instincts.
Analytical psychology identifies a specific component of the unconscious that contains qualities an individual prefers not to acknowledge. This includes primitive instincts, repressed desires, and traits that conflict with the person's social persona. While often perceived as negative, it is an essential part of the psyche that must be recognized and integrated to achieve psychological wholeness.

71. (D) Extraversion
One of the five major dimensions of personality describes individuals who are energized by social interaction and outward activity. People scoring high in this area tend to be enthusiastic, action-oriented, and enjoy being the center of attention. They are characterized by their gregarious nature and comfort in leadership roles, reflecting a tendency to seek external social stimulation.

72. (A) I and III only
Individual psychology highlights the importance of an individual's connection to the community and their innate desire to cooperate for the common good. This perspective also proposes that each person possesses the agency to actively shape their own personality and life path through a creative process. These concepts emphasize the social nature of humans and their capacity for growth.

NODIA

73. (C) Cognitive dissonance
When an individual experiences an inconsistency between their behavior and their beliefs, it creates a state of psychological distress. This unpleasant feeling motivates the person to resolve the conflict by either changing their actions or adjusting their thoughts. This drive for internal consistency is a fundamental principle, explaining how people rationalize choices to maintain a coherent self-image.

74. (A) Provide a framework for understanding human nature and individual differences.
The systematic study of personality aims to create comprehensive models that explain why people behave the way they do. These theories provide the conceptual tools needed to describe the structure of the mind and the development of unique traits. By offering a standardized language, they help researchers and clinicians understand both universal human characteristics and variations between individuals.

75. (A) II, III, IV, I
The history of psychological thought saw several major theories emerge in a distinct sequence. The field began with the exploration of unconscious conflicts, followed by a focus on social interest and the struggle for superiority. Later, concepts of universal archetypes were introduced, and eventually, the framework was expanded to include psychosocial challenges encountered across the entire lifespan.

76. (B) Gestalt Psychology
The idea that complex systems should be understood as unified wholes rather than just a collection of individual parts is a central tenet of this psychological school. It emphasizes that the interaction between elements creates a reality that is different from the sum of its components. This holistic perspective heavily influenced theories focusing on the psychological field and space.

77. (C) Affective component
Attitudes are composed of several parts, including the emotional responses triggered by a particular object or issue. When a person's evaluation is driven primarily by their feelings, likes, or dislikes rather than by objective facts or logical reasoning, it is considered to have a strong emotional basis. This component often dictates overall favorability, regardless of the supporting evidence.

78. (D) Life Space - Freud
Different psychological concepts are uniquely associated with specific researchers. While the study of internal drives and defense mechanisms is central to one framework, the concept of the life space belongs to field theory. This latter approach focuses on the person's current psychological environment, whereas the former emphasizes historical unconscious conflicts and early childhood development and childhood experiences.

NODIA

79. (A) Both Statement I and Statement II are true.
Assessments that observe behavior in controlled, life-like environments provide valuable data about how individuals react to specific challenges. While these tests offer a more direct measure of action than self-report inventories, they are sometimes criticized for their artificial nature. Critics argue that because participants know they are being observed, their behavior may not perfectly mirror real-world responses.

80. (B) Minimal involvement and a hands-off approach from the leader.
This management style is defined by a leader who provides very little direction or interference in the group's activities. Members are given complete freedom to set their own goals, make their own decisions, and complete their work as they see fit. While this can foster independence in highly motivated teams, it may also lead to coordination issues.

81. (B) Personifications
In the interpersonal theory of personality, individuals develop internal mental images to categorize their experiences with others and themselves. These constructs are formed during infancy and childhood based on levels of anxiety and social approval. They help the individual organize their self-concept into aspects that are acceptable, those that cause distress, and those dissociated from consciousness entirely.

becomes rewarding in its own right, separate from its historical developmental roots.

28. (B) Are physically close to us.
Geographical nearness is a significant factor in the development of social bonds. People are more likely to interact and form friendships with those who live nearby or work in the same environment. Repeated exposure to others in close physical range increases familiarity, which often leads to greater liking and the eventual formation of close interpersonal relationships.

29. (C) A structured questionnaire where individuals report their feelings or behaviors.
Objective assessment tools often use a series of standardized questions to evaluate various aspects of a person's character. These instruments require individuals to provide self-reported data about their typical behaviors, feelings, and beliefs. Because the format is structured with fixed response options, the results can be scored consistently, allowing for direct comparisons between different individuals or groups.

30. (D) Pursuing interpersonal security and avoiding anxiety.
Interpersonal theory describes a specific psychological structure developed to protect the individual from emotional distress. This system arises from early interactions with caregivers and serves to reduce anxiety by ensuring social security. It guides behavior toward actions that receive approval while avoiding those that lead to rejection, effectively acting as a defensive mechanism to maintain a stable sense of well-being.

31. (A) Lewin - Field Theory
Psychological frameworks categorize theorists based on their primary approach to explaining human behavior. One prominent perspective focuses on the interaction between the individual and their immediate psychological environment, viewing behavior as a product of these combined forces. This approach emphasizes the current situation over historical or biological factors, treating the person and their surroundings as an interconnected system.

32. (B) Halo effect
Cognitive biases often lead people to let one positive trait influence their overall judgment of an individual. For example, if someone is perceived as physically attractive, observers may automatically assume they are also intelligent, kind, or capable. This generalization occurs without evidence for the other traits, creating a skewed and overly positive impression based on a single focal point.

33. (B) All of the above
Several situational and personal variables influence the likelihood of an individual yielding to group pressure. These factors include the degree of unity within the group, the presence of others who disagree with the majority, and the individual's own level of confidence. Low group unity or the support of a dissenting ally typically reduces the pressure to conform significantly.

34. (D) I, II, and III
Personality development is an intricate process influenced by biological, social, and contextual elements. Genetic inheritance establishes the fundamental predispositions and potential limits for certain traits. Simultaneously, cultural background and family dynamics provide the environment that shapes these traits over time. Additionally, the specific circumstances an individual faces can dictate how their underlying personality characteristics are expressed.

35. (C) A shared, inherited reservoir of traces from our species' history.
Analytical psychology proposes a deep layer of the mind that is common to all human beings. This psychic structure contains universal patterns and images, known as archetypes, which are inherited from our ancestors rather than learned from personal experience. It reflects the shared history of the human species and influences behavior and thought across different cultures.

36. (D) Birth order
Individual psychology emphasizes that family dynamics and an individual's position among siblings significantly influence their personality. The specific challenges and advantages associated with being the oldest, middle, or youngest child help shape the unique way a person strives for goals. This developmental context contributes to

Downloaded from www.pdf.tube

91. (D) A relatively stable and enduring predisposition to behave in a certain way.
A fundamental concept in psychology refers to the consistent tendencies that guide an individual's actions across different times and settings. These qualities are more than just temporary moods or isolated responses to a specific event. Instead, they represent the underlying building blocks of character that remain relatively constant, making a person's behavior somewhat predictable and distinguishing them.

92. (A) I and II only
Effective leadership in group settings can be categorized based on the primary focus of the leader. Some individuals prioritize the completion of assignments and organizational efficiency, while others concentrate on building morale and maintaining positive relationships among members. While both approaches have value, research suggests that the most successful style often depends on the specific demands and context.

93. (C) An individual's innate potential to cooperate with others to achieve personal and societal goals.
Individual psychology posits that mental health is closely linked to an individual's sense of belonging and their willingness to contribute to the welfare of others. This innate potential must be nurtured through development and involves a concern for humanity. It manifests as a desire to cooperate and collaborate with the community, balancing personal ambitions with society.

94. (D) Orderliness, stubbornness, and stinginess.
In psychoanalytic theory, certain character traits are believed to stem from conflicts experienced during early childhood toilet training. If this process is overly strict or rigid, the individual may develop a lifelong preoccupation with control and cleanliness. This manifests in adulthood as an excessive need for organization, a refusal to change one's mind, and a tendency toward extreme frugality.

95. (A) External attribution
When people judge the reasons behind an event or an action, they sometimes look at factors outside of the individual. This involves concluding that the behavior was caused by environmental pressures, luck, or specific circumstances rather than character. Such explanations acknowledge that the context often plays a decisive role in determining how people respond to the social world.

96. (B) Proprium
Trait theory identifies a central aspect of personality that provides a sense of unity and continuity to the individual. This core self encompasses all the parts of the person that feel uniquely "mine" and help organize their various traits into a coherent whole. It develops gradually through childhood and represents the conscious, choosing, and striving essence.

NODIA

97. (B) Group Dynamics
The presence of other people can significantly alter how an individual performs a task. In many cases, being observed or working alongside others leads to an increase in effort and improved results, particularly on well-learned or simple activities. This phenomenon is a key area of study when examining how group contexts influence individual behavior and overall group productivity.

98. (A) Both Statement I and Statement II are true.
Psychoanalytic theory emphasizes the profound impact of early childhood experiences on the formation of the adult personality. While this foundation is critical, later theories expanded the scope of development to include the entire lifespan. This broader perspective suggests that individuals continue to face significant social and emotional challenges throughout their lives, with each stage contributing to their ongoing identity.

99. (C) All of the above.
The likelihood that a person will follow the majority is influenced by several environmental and social factors. These include how many people already agree with each other and whether there is any disagreement within that group. Furthermore, if the situation is unclear or the correct answer is not obvious, individuals are much more likely to look for social guidance.

100. (D) Gordon Allport
A leading figure in trait psychology defined personality as the internal, dynamic organization of systems that determine an individual's unique adjustment to their environment. This definition

emphasizes that personality is not just a collection of traits, but an active structure. It highlights both psychological and physical aspects of character, focusing on how people consistently respond to various life challenges.

101. (A) Both A and R are true and R is the correct explanation of A.
Analytical psychology describes a lifelong process of self-discovery where individuals strive to achieve psychological maturity. This involves bringing the various, often conflicting, parts of the conscious and unconscious mind into a balanced relationship. By confronting repressed traits and acknowledging both masculine and feminine internal energies, a person can move toward becoming their true, unique self and achieve wholeness.

102. (B) A large group size
The level of unity within a social unit is often affected by its physical scale. As the number of members increases, it becomes more difficult for everyone to communicate effectively and form strong personal bonds. This can lead to the formation of smaller subgroups, a decrease in individual participation, and a general decline in the overall feeling of membership.

103. (D) The most recent information to have the greatest impact.
In the process of forming impressions, people sometimes place greater emphasis on the data they received last. This cognitive bias suggests that the final pieces of information encountered can overshadow earlier observations, significantly influencing the overall judgment of an individual. This effect is often observed when there is a time delay between the initial encounter and final evidence.

104. (B) II, III, I
The structure of the human mind is theorized to emerge in a specific chronological order. At birth, the personality consists entirely of primitive, instinctual drives. As the child interacts with the environment, a rational component develops to manage these needs realistically. Finally, during early childhood, the moral component is formed as the individual internalizes the rules of their society.

105. (C) The role of interpersonal relationships.
This psychological perspective argues that personality cannot be studied in isolation from the social context. Instead, it is viewed as a collection of consistent patterns that emerge from interactions with other people. The theory emphasizes that our relationships, beginning in infancy and continuing throughout life, are the primary drivers of our development and the source of emotional security.

106. (A) Semantic Differential Scale
Researchers use specific measurement tools to capture the nuanced meanings that individuals associate with different concepts or objects. By asking respondents to rate a topic between two opposing terms, such as strong and weak, these scales provide data on the emotional and evaluative dimensions of an attitude. This method offers a more detailed view than simple agreement scales.

107. (D) Lewin - Field Theory
Psychological frameworks categorize researchers based on their unique approach to understanding behavior. One influential model focuses on the total psychological environment and the various forces acting on a person at any time. This perspective views behavior as a dynamic function of the individual and their current situation, distinguishing it from approaches that rely primarily on historical biological traits.

108. (B) Middle Adulthood
The psychosocial challenge of making a lasting impact on the world typically arises during the middle years of life. At this stage, individuals often focus on their legacy, whether through raising children, mentoring younger colleagues, or contributing to their community and profession. Successfully meeting this challenge provides a sense of purpose, while failing results in feeling unproductive.

109. (D) I, II, and III
Social influence manifests in several ways, often driven by the desire for accuracy or the need for acceptance. People conform when they believe others have better information or when they want to avoid the social consequences of being different. Research also indicates that the

Click Here to Buy book on Amazon

pressure to follow a group is strongest when the majority consists of several individuals.

110. (D) They often have low reliability and validity.
While techniques using ambiguous stimuli are popular for exploring the unconscious, they face significant scientific challenges. Critics point out that different scorers often interpret the same responses in vastly different ways, leading to inconsistent results. Furthermore, these tests often struggle to provide evidence that they accurately measure the specific personality traits or psychological conditions intended for clinical assessment.

111. (A) Ego
In the psychodynamic model, one part of the mind is tasked with the complex job of satisfying basic desires while respecting external limitations. It functions as the rational decision-maker, balancing the irrational demands of instincts with the strict rules of morality. By operating on the reality principle, it ensures that the individual can function effectively and safely within society.

112. (B) Style of life
Individual psychology proposes that every person develops a consistent and unique pattern of behaviors and beliefs to achieve their personal goals. This framework is formed early in childhood as the individual seeks to overcome feelings of inadequacy. It dictates how they approach problems, interact with others, and view the world, providing a stable foundation for their entire adult personality.

113. (B) P-3, Q-4, R-1, S-2
Human personality has been explored through many different theoretical lenses over time. Some researchers emphasize the importance of early biological stages, while others focus on stable internal dispositions. Additionally, some theories highlight the role of social interactions and various crises encountered throughout the entire lifespan. These diverse perspectives together provide a comprehensive understanding of how individual character is shaped.

NODIA

114. (A) Three-component structure: cognitive, affective, and behavioral.
The fundamental makeup of an attitude involves three interconnected parts that define how we respond to the world. These include our thoughts and beliefs about an object, our emotional feelings toward it, and our tendency to act in a certain way in its presence. Together, these elements form a consistent evaluation that guides our interactions with people and ideas.

115. (C) Situational test
Certain assessment methods evaluate personality by placing an individual in a specifically designed, life-like scenario. By monitoring how the person actually behaves when faced with a particular challenge or social interaction, researchers can gather objective data. This approach moves beyond self-description, focusing instead on observable actions performed under consistent and controlled circumstances to provide an accurate picture of behavior.

116. (D) All of the above
Dysfunctional decision-making processes in groups are often triggered by a combination of social factors. When a group is very close-knit and isolated from outside perspectives, the pressure to maintain harmony can become overwhelming. This is further exacerbated by a leader who strongly favors a specific outcome, leading members to suppress their doubts and fail to evaluate alternatives realistically.

117. (A) Both A and R are true and R is the correct explanation of A.
Trait theory distinguishes between characteristics shared by many people and those that are unique to a specific individual. While common traits allow for comparisons between groups, focusing on personal dispositions is essential for a deep understanding of one person's character. This individualized approach acknowledges that the specific way traits are organized within a person is what truly defines personality.

118. (B) The Self
Analytical psychology identifies a central archetype that represents the ultimate goal of human development. It acts as the organizing principle of the entire psyche, striving to integrate both conscious and unconscious elements into

a harmonious whole. Achieving this state of balance and unity is a lifelong journey, often symbolized in various cultures as a balanced geometric pattern.

119. (D) Cognitive dissonance
An individual experiences psychological discomfort when their personal values are in direct conflict with their actions or their environment. This tension between beliefs and reality forces the person to either change their views, justify their behavior, or leave the situation to restore mental harmony. This process illustrates the powerful human drive to maintain consistency between internal attitudes and external behavior.

120. (A) Hodological Space
Field theory uses a specific geometric term to describe the psychological pathways an individual must navigate to reach a desired outcome. This concept emphasizes the direction and sequences of actions required within the life space. It focuses on the person's perception of the steps needed to overcome barriers and move toward a positive goal or away from negative regions.

121. (C) Reflecting on one's life with a sense of satisfaction or regret.
During the final stage of the lifespan, individuals engage in a retrospective evaluation of their experiences and accomplishments. If they view their life as meaningful and productive, they achieve a sense of fulfillment and wisdom. However, if they perceive their past as a series of missed opportunities, they may experience a deep sense of bitterness, hopelessness, and fear.

122. (A) Cognitive dissonance
Several key factors are known to influence how much individuals are drawn to one another in social settings. These include physical proximity, shared attitudes, and initial physical appearance. While cognitive dissonance explains how people manage internal conflicts, it is not a primary principle used to explain initial feelings of liking or the formation of new interpersonal relationship bonds.

123. (D) Pleasure Principle
The most primitive part of the human personality is driven by a simple and powerful mandate to maximize enjoyment and avoid any form of pain. It seeks the immediate fulfillment of all biological needs and instinctual urges without regard for social rules or realistic limitations. This impulsive nature is present from birth and remains entirely unconscious throughout life.

124. (B) Relatively stable and enduring across various times and situations.
Psychological study identifies personality as a collection of traits and behaviors that define a person's unique way of interacting with the world. These qualities are not fleeting or random; rather, they show a significant degree of consistency across different situations and over long periods of time. This stability allows observers to predict how an individual might typically respond.

125. (C) Effective leadership depends on the leader, followers, and situation.
The effectiveness of a particular management style is not fixed but varies based on several interacting factors. Successful outcomes depend on the personal qualities of the person in charge, the specific needs of the group members, and the nature of the task. There is no universally superior approach, as different environments require different levels of participative control.

126. (D) Projective test
Certain personality assessments utilize a series of ambiguous visual patterns to elicit responses from an individual. Because the images themselves have no inherent meaning, the subject must draw upon their own thoughts, feelings, and unconscious desires to describe what they see. This method allows clinicians to gain insights into internal psychological states that might be missed by direct questioning.

127. (A) Toddlerhood
During the second and third years of life, children begin to assert their independence and develop a sense of personal control. This stage involves learning to perform basic tasks and making simple choices about their environment. If encouraged and supported, they develop a sense of self-confidence; however, if they are overly criticized, they may develop inadequacy.

128. (A) I and II only
Many prominent psychologists are defined by the specific frameworks they developed to explain

Downloaded from www.pdf.tube

human behavior and personality. These include models focused on early biological development and those emphasizing the independence of adult motives from their childhood origins. However, the study of universal symbols and collective heritage belongs to a different researcher, not the one associated with field theory.

129. (B) Attribution
Individuals constantly attempt to understand the world by assigning reasons to the actions they observe in themselves and others. This cognitive process involves determining whether a behavior was caused by internal personality traits or by external environmental pressures. These judgments are fundamental to social interaction, as they influence how people react to others and form lasting character impressions.

130. (A) The beliefs, thoughts, and ideas about the attitude object.
Every attitude includes an informational basis that consists of the facts, opinions, and knowledge an individual holds about a specific object or issue. This part of the attitude structure is focused on how the person perceives the object and the attributes they assign to it. These mental representations provide the logical framework that supports emotional and behavioral components.

131. (C) By age 4 or 5
Individual psychology suggests that the core pattern of a person's personality is formed very early in development. During these initial years, the child begins to navigate their position within the family and find ways to overcome feelings of weakness. By the time they enter school, they have typically established a consistent way of approaching life that persists into adulthood.

132. (D) Genital awareness and the Oedipus complex.
During early childhood, psychosexual development shifts focus to the genitals as the primary erogenous zone. This period is characterized by the child's budding awareness of physical differences and an unconscious emotional conflict involving their parents. The successful resolution of this stage is considered essential for the development of a healthy gender identity and a functional, moral superego.

133. (C) Cardinal traits
Interpersonal theory focuses on how individuals develop within a social context, using concepts like recurrent behavior patterns, mental images of others, and protective psychological systems. However, the idea of a single dominant characteristic that influences almost every aspect of a person's life belongs to a different theoretical framework. That concept is associated with stable dispositions rather than interaction.

134. (A) Both A and R are true and R is the correct explanation of A.
Because attitudes are internal psychological states, they cannot be observed directly in the same way as physical actions. Instead, researchers must use various indirect methods to infer these beliefs and feelings from a person's verbal reports or behavioral tendencies. Quantification techniques are therefore designed to provide a measurable proxy for these abstract constructs, allowing systematic study.

135. (D) Group polarization
Interaction within a group often leads to a shift in the collective opinion toward a more intense version of the members' initial inclinations. This phenomenon occurs as individuals share arguments that support the group's prevailing view and as they compare their own opinions to the social norm. The result is a final decision that is riskier.

NODIA

136. (A) Introversion
Analytical psychology identifies a specific personality orientation where an individual's energy is primarily directed toward their own internal thoughts and feelings. People with this tendency often prefer solitary activities and may feel drained by excessive social interaction. They are generally characterized by a reflective nature and a careful approach, valuing deep internal experiences over a large quantity of external.

137. (C) A self-report questionnaire assessing a wide range of traits and behaviors.
This type of assessment tool consists of a standardized set of questions where individuals describe their own characteristic behaviors and feelings. By providing a structured format for self-description, these inventories allow for objective measurement of various traits across different

in energy. During this time, early sexual interests become quiet, allowing the individual to focus on social and intellectual growth. Children channel their energy into schoolwork, hobbies, and building friendships with same-gender peers, providing a period of stability before adolescent biological maturation begins.

157. (C) The process of yielding to group pressure.
Social influence describes the fundamental tendency for individuals to change their behavior or opinions to match those of a larger group. This process can be subtle or overt, involving either a genuine shift in belief or a simple public alignment with others. By examining this phenomenon, researchers understand how social norms are maintained and how the group shapes individual.

158. (D) Impression formation
When meeting someone for the first time, people quickly combine various cues to create a unified mental image of the other person. This cognitive activity happens almost automatically and can be influenced by physical appearance, verbal behavior, and non-verbal signals. These initial evaluations are critical because they set the stage for future interactions and are often resistant to change.

159. (A) He viewed the primary human motivation as the satisfaction of sexual urges.
Individual psychology emphasizes that human behavior is driven by a desire for growth, social connection, and the mastery of personal limitations. It rejects the idea that basic biological drives or unconscious sexual conflicts are primary forces. Instead, it focuses on the goal-oriented nature of the individual and the importance of contributing to the welfare of the broader community.

160. (A) I and II only
Certain assessment tools are designed to uncover hidden layers of personality by using ambiguous stimuli. These methods require individuals to tell stories or describe vague inkblots, allowing internal conflicts and emotions to be expressed. Unlike structured questionnaires with fixed answers, these tests provide open-ended responses that reflect the unique psychological state of the respondent, providing deep clinical insights.

161. (B) The influence of early childhood experiences.
While both theorists acknowledged that the early years of life play a significant role in shaping character, they diverged on many other key principles. One perspective introduced the idea of inherited universal symbols and placed greater emphasis on future goals and spiritual aspirations. This approach moved beyond basic biological drives to explore a deeper, shared layer of the mind.

162. (A) Yields consistent results over time.
A fundamental requirement for any psychological measurement is its ability to produce the same outcome when applied repeatedly under the same conditions. This stability ensures that the scores reflect actual traits rather than random errors or temporary fluctuations. Without this consistency, a test cannot be used effectively to track changes or make accurate comparisons between different people or periods.

163. (B) Democratic
This management style is characterized by a high degree of collaboration between the leader and group members. By involving the team in the decision-making process and valuing their input, the leader fosters a sense of ownership and commitment. This participative approach often leads to higher morale and better problem-solving, as it utilizes the diverse skills of all members.

164. (A) P-3, Q-4, R-1, S-2
Psychosocial development involves a series of challenges that must be navigated from birth until the end of life. These include establishing a basic sense of security, discovering one's true self during the teenage years, and forming deep emotional connections in adulthood. Finally, individuals must find meaning and satisfaction in their past experiences as they reach old age.

165. (C) A theatrical mask
The origins of the term used to describe an individual's unique character can be traced back to ancient drama. It originally referred to the physical covering worn by actors to represent different roles on stage. In psychology, this

Click Here to Buy book on Amazon

147. (C) The idea that adult motives are always tied to their childhood origins.
This principle directly challenges the idea that current adult behaviors are always driven by early childhood experiences or biological instincts. It argues that while a behavior may have started for one reason, it can eventually become self-sustaining and independent of its original cause. This perspective gives more importance to the individual's current motivations rather than focusing on past conflicts.

148. (D) Participating in a leaderless group discussion to solve a problem.
To evaluate personality and leadership potential, some assessments observe individuals as they solve problems in a specifically designed social setting. By watching how a person interacts, influences others, and manages tasks without an assigned leader, researchers can gather direct evidence of typical behavior. This provides a more objective measure than simply asking a person to report their own traits.

149. (C) Developing a sense of purpose and direction.
During the preschool years, children begin to explore their environment and take on new challenges through play and social interaction. If they are encouraged to plan and carry out their own activities, they develop a sense of ambition and confidence. Successfully navigating this stage allows the individual to feel capable of leading others, fostering a sense of purpose.

150. (B) Task-oriented behavior
Leadership can be described by the primary focus of the person in charge. Some leaders concentrate on the structural aspects of a project, such as defining specific objectives, assigning duties to group members, and ensuring that schedules are followed. This approach prioritizes efficiency and the successful completion of the assignment, often emphasizing results over the emotional needs of members.

151. (D) The life space
This theoretical framework emphasizes that human behavior is determined by the totality of facts that exist in a person's psychological environment at a given moment. This field includes the individual's perceptions, needs, and goals, as well as the external surroundings as they are experienced. It represents the complete reality that influences how a person thinks and acts currently.

152. (A) Harry Stack Sullivan
A prominent psychologist argued that personality is not an internal entity but rather a pattern of recurrent social situations. This perspective views human development as inextricably linked to relationships with others, starting from early childhood. The focus is on how social interactions provide security and reduce anxiety, suggesting that character can only be understood by examining interpersonal connections.

153. (C) Helps a person gain rewards and avoid punishments.
Some attitudes are formed because they help an individual achieve practical goals or navigate their environment effectively. By holding certain beliefs, a person can obtain social approval, material benefits, or avoid negative consequences. This function treats attitudes as tools for maximizing pleasure and minimizing pain, showing that many opinions are driven by their perceived usefulness in daily life.

154. (D) A is false but R is true.
While strong bonds between group members often improve communication and commitment, they do not always lead to higher output. In some cases, a very close-knit group may prioritize social harmony or personal relationships over the actual task at hand. This can result in lower standards of performance, showing that the relationship between unity and productivity is often complex.

155. (D) The person's predisposition to act in a certain way towards the object.
Every attitude includes a tendency or readiness to respond to a particular object or issue through action. This part of the attitude structure reflects how a person is likely to behave based on their underlying beliefs and feelings. While people do not always act on their attitudes, this component provides the essential link between internal states and outward conduct.

156. (B) A period of dormant sexual feelings.
In the psychodynamic model of development, middle childhood is marked by a significant shift

Downloaded from www.pdf.tube

people. They are widely used because they are efficient to administer and provide reliable data for comparing individuals or groups.

138. (A) Feelings and emotions toward the attitude object.
Attitudes are not just cold, logical evaluations; they also contain a significant emotional element. This part of the attitude reflects the visceral likes, dislikes, and feelings of pleasure or displeasure that an object or idea triggers in an individual. These emotional responses are often immediate and powerful, frequently driving overall evaluation and any subsequent social behavior.

139. (A) III, IV, II, I
The progression of human development in the later years follows a logical sequence of social and emotional challenges. It begins with the search for a consistent sense of self during the teenage years, followed by the pursuit of close relationships in young adulthood. Middle age focuses on contributing to the next generation, while final years reflect on meaning.

140. (B) All of the above.
The degree of unity and attraction among group members is influenced by several factors. These include how similar members are to one another, the size of the group, and whether the group has been successful in achieving its objectives. Small groups of similar individuals who frequently succeed tend to have the strongest bonds, creating high commitment levels.

141. (C) Sublimation
This psychological defense mechanism involves taking potentially harmful or socially unacceptable urges and transforming them into productive or artistic endeavors. By finding a constructive outlet for these instinctual drives, the individual can satisfy their internal needs without violating societal norms. It is generally considered a highly adaptive and mature way for the ego to manage internal psychological tension.

142. (D) I, II, and III
Human personality is explained through several major theoretical lenses, each focusing on different aspects of the mind and environment. These include models that emphasize unconscious internal conflicts, identify stable and measurable traits, or examine the person's current psychological field. Together, these diverse perspectives provide a comprehensive framework for understanding the complexities of individual behavior and development across various life contexts.

NODIA

143. (A) P-2, Q-1, R-4, S-3
Analytical psychology identifies several structural elements within the human psyche that influence personality and behavior. These include the social mask worn for the world, the internal feminine aspect found in men, and the repressed or hidden parts of the self. Additionally, there is a central organizing principle that strives for unity and wholeness, guiding individuals toward psychological maturity.

144. (B) Id
The foundation of the human personality consists of primitive, instinctual drives that are entirely unconscious. Present from the moment of birth, this component operates on the pleasure principle, seeking immediate gratification for all biological needs without regard for logic or social consequences. It represents the raw energy that drives early behavior and remains the source of psychic energy.

145. (B) Group dynamics
Social scientists investigate how being in the presence of others can change an individual's actions and thoughts. This area of study focuses on the interactions, processes, and changes that occur within social units, including how groups form, how they influence their members, and how collective behavior emerges in gatherings. It explores phenomena such as conformity and leadership.

146. (D) Statement I is false, but Statement II is true.
The tendency to overemphasize personality traits when explaining others' behavior is a well-known cognitive bias. However, research suggests that this bias is not applied equally across all societies. People raised in cultures that prioritize the group and social context are often more sensitive to the power of situations, making them less likely to rely solely on character.

concept represents the social facade or public image that a person presents to others, which may not reflect internal reality.

166. (B) Cognitive dissonance
An individual experiences psychological tension when public statements are in direct contradiction with private actions or financial interests. This inconsistency between beliefs and behavior creates a state of discomfort that the person must resolve to maintain a positive self-image. They might do this by changing actions, justifying choices, or altering opinions to restore internal mental harmony.

167. (D) Attribution theory
While many frameworks describe the structure, development, and types of human character, other areas of study focus on how people explain the causes of behavior. These latter perspectives are part of social perception rather than personality theory itself. They examine cognitive processes behind judging others, whereas personality models attempt to define stable internal dispositions and unconscious.

168. (A) Positive valence
Field theory describes the individual's psychological environment using the concept of attractiveness and repulsion. When a region or object within the life space is perceived as having value or the ability to satisfy a need, it is said to have a specific quality that draws the person toward it. This creates a force that motivates action and goal movement.

169. (D) Statement I is false, but Statement II is true.
Certain types of personality assessment focus on observing how an individual actually behaves when faced with a standardized and specifically designed challenge. Unlike knowledge-based tests, these are not intended to measure what a person knows. Instead, they provide data on typical reactions and social skills in a life-like environment, offering a more direct measure of character than questionnaires.

170. (A) Informational influence
Social influence can occur when an individual is uncertain about the correct course of action or the truth of a situation. In these cases, they look to others as a source of valid information and assume that the group's consensus reflects a better understanding than their own. This type of conformity is driven by the desire to be correct.

171. (D) All of the above
The formation of an individual's character is a complex process influenced by a variety of sources. Biological factors provide a genetic blueprint, while the specific culture and family environment shape how these traits develop and are expressed. Together, these inherited and environmental elements interact to create the unique and relatively stable patterns of thought that define personality.

172. (A) Both A and R are true and R is the correct explanation of A.
Psychosocial development is viewed as a continuous process that lasts from birth until death, rather than being confined to early childhood. This perspective argues that individuals face distinct social crises at different stages of life, each contributing to the ongoing evolution of identity. Successfully resolving these challenges leads to the development of healthy traits and an integrated self-concept.

173. (C) Take personal credit for their successes and blame external factors for their failures.
People often protect their self-esteem by taking personal responsibility for their achievements while attributing mistakes to outside forces. For instance, if someone does well on a project, they may credit their intelligence; if they fail, they might blame bad luck. This cognitive bias helps individuals maintain a positive self-image by distorting their internal perception of causality and control.

174. (D) Cohesiveness is unrelated to member satisfaction.
The degree of unity within a group is a multifaceted concept that significantly affects its members. High levels of attraction between members are closely linked to greater satisfaction and commitment to group goals. While unity can sometimes lead to resistance to change or poor decision-making, it is fundamentally tied to the emotional well-being of the individuals involved.

Click Here to Buy book on Amazon

175. (A) Idiographic
Trait theory emphasizes that the best way to understand human personality is to focus on the unique organization of characteristics within a single individual. This approach prioritizes deep analysis over broad generalizations and group comparisons. By examining the distinct way an individual's traits interact and manifest, researchers can gain a more accurate and complete picture of that person's unique psychology.

176. (B) Group Cohesiveness: The number of people present in a group setting.
Social psychology uses specific terms to describe different aspects of human interaction. While some concepts focus on judgments about others or changes in behavior due to group pressure, others describe the strength of the bonds between members. However, the sheer number of individuals present is a measure of group size, which is distinct from the mutual emotional attraction.

177. (B) Reality Principle
In the psychoanalytic model, the component of the personality that deals with the external world must find ways to satisfy internal needs while respecting social constraints. It functions as a rational mediator, delaying gratification until it is safe and appropriate to act. By focusing on realistic outcomes, this structure ensures that the individual can function effectively within their society.

178. (A) ambiguous
Assessments designed to explore the deep, often hidden aspects of personality rely on materials that do not have a single, obvious meaning. By presenting vague images or open-ended tasks, these tests force individuals to rely on their own internal thoughts and feelings to provide an interpretation. This process allows unconscious traits and emotional conflicts to be revealed through unique responses.

179. (C) Feelings of inferiority are overwhelming and prevent personal growth.
While everyone experiences some degree of inadequacy, these feelings can sometimes become so intense that they paralyze the individual. Instead of acting as a motivation for self-improvement, they lead to a persistent sense of failure and insecurity. This state prevents the person from taking risks or striving for goals, fundamentally hindering their psychological development and healthy personality formation.

180. (B) Interpersonal attraction
Several fundamental principles explain why people are drawn to one another and form social bonds. These include being physically close, sharing common beliefs and attitudes, and being initially influenced by a person's appearance. Together, these determinants play a crucial role in the development of friendships and romantic relationships, influencing who we interact with and how we form social connections.

181. (B) P-4, Q-3, R-1, S-2
Attitudes serve various psychological purposes that help individuals navigate their social environment. Some beliefs are held to provide a structured understanding of the world, while others protect self-esteem from threats. Additionally, some attitudes allow people to communicate their core values, while others are tools used to gain social approval and avoid negative consequences in their everyday lives.

182. (B) Democratic
This style of leadership involves actively seeking the input and advice of group members before reaching a final decision. By encouraging participation and valuing the expertise of others, the leader promotes a sense of shared responsibility and respect. This approach often leads to higher employee satisfaction and more innovative solutions, as it leverages the collective intelligence of the team.

183. (D) All internal and external forces with psychological effects at a given time.
Field theory represents the total psychological environment as it exists for an individual at any given moment. This comprehensive concept encompasses the person's internal states, such as needs and thoughts, as well as their perception of the physical surroundings. It includes every factor that has the potential to influence behavior, regardless of whether it is objectively true.

NODIA

184. (A) The public mask or role a person presents to others.
Analytical psychology identifies a specific component of the personality that acts as a bridge between the individual's inner self and the outside world. It is the social facade that people use to meet the expectations of society and to hide their private thoughts and feelings. While necessary for social functioning, over-identifying with this mask can hinder authenticity.

185. (C) Dependency
According to psychoanalytic theory, experiences during the first year of life centered on feeding can influence adult character. If an infant's needs are not met appropriately, they may develop a lifelong tendency to rely excessively on others for support and validation. This trait manifests as a persistent need for care and lack of self-reliance, reflecting early infancy issues.

186. (A) Provide a structured and objective measure of personality traits.
Systematic assessments are used to provide a reliable profile of an individual's characteristic patterns of behavior and thought. By utilizing a standardized format with pre-defined response options, these tools minimize subjective bias and allow for clear comparisons between different people. They are essential for identifying key personality dimensions and predicting how a person might typically behave in social situations.

187. (D) Personality
This central concept in psychology describes the distinct set of characteristics that make an individual who they are. It encompasses the stable ways a person thinks, feels, and acts across a variety of situations over time. By focusing on these enduring patterns, researchers can understand how individuals adjust to their environment and what makes each human unique.

188. (B) The importance of interpersonal relations for security
A major perspective in psychology argues that human development is primarily driven by the need for social belonging and the reduction of anxiety. It suggests that our personality is fundamentally shaped by our interactions with others, starting in early childhood. These relationships are the source of emotional well-being and dictate how we perceive ourselves and the world throughout life.

189. (C) Statement I is true, but Statement II is false.
This field of study explores how individuals interpret events and assign causes to behavior. A common finding is a specific cognitive bias where observers tend to emphasize the character of others while ignoring situational impact. However, when explaining their own actions, people are often much more likely to focus on the external factors that influenced them then.

190. (D) Genital Stage
The last phase of development in the psychoanalytic model begins with the physical changes of puberty. It is characterized by the emergence of mature sexual interests and the ability to form deep, committed emotional bonds with others. Unlike earlier stages that focused on self-gratification, this period emphasizes the balance between personal needs and social responsibility, leading to healthy adult functioning.

191. (A) Both A and R are true and R is the correct explanation of A.
Famous experiments demonstrated that many individuals will agree with an obviously incorrect majority rather than standing out as a dissenter. This behavior often stems from the powerful desire to be liked and accepted by the group, as well as fear of social rejection. It shows that the need for social approval can sometimes override personal judgment and logic.

192. (B) Functional
Attitudes are structured around three fundamental parts that define how we respond to something. These include our logical beliefs and knowledge, our emotional feelings and visceral reactions, and our tendency to act in a certain way. While attitudes do serve various purposes for the individual, the role they play is considered a characteristic of the attitude rather than a component.

193. (B) Alfred Adler
A prominent psychologist proposed that human behavior is motivated by a lifelong effort to compensate for perceived weaknesses. This

Downloaded from www.pdf.tube

By providing a stable way to categorize new experiences and ideas, they reduce uncertainty and simplify decision-making. This allows people to maintain a sense of consistency and order in their perception, making the world seem more predictable.

231. (D) Master academic and social skills.
During the elementary school years, the primary challenge for a child is to develop a sense of competence in their activities. This involves successfully learning new subjects, performing well in social groups, and achieving a level of mastery recognized by others. Encouragement from parents and teachers fosters a feeling of productivity, while repeated failures lead to lasting feelings.

232. (A) 16 Personality Factor Questionnaire (16PF)
Some assessments use structured questionnaires where individuals describe their own traits through fixed-choice responses. These inventories are designed for objective measurement and do not rely on the interpretation of ambiguous images. This format contrasts with techniques where respondents tell stories or describe vague inkblots to reveal unconscious thoughts, making them distinct categories of tools for evaluating human personality.

233. (C) Social psychology
This branch of science examines how human behavior, thoughts, and feelings are influenced by the actual, imagined, or implied presence of others. It explores how we form impressions, why we conform to group norms, and how attitudes are shaped and changed. By studying the interaction between the individual and their social environment, researchers gain deep insights into relationships.

234. (A) Psychological environment
Field theory emphasizes that behavior is not driven by the physical world alone, but by the world as the individual experiences it. This internal representation of the surroundings includes the person's needs, goals, and feelings at a specific moment. This subjective view forms part of the life space and is what ultimately determines how an individual reacts currently.

235. (D) Collective unconscious
Psychoanalytic theory uses concepts like instinctual drives, a moral conscience, and a rational mediator to explain the structure of the mind. It also explores developmental stages and the various ways the ego protects itself from anxiety. However, the idea of an inherited, shared layer of the mind containing universal symbols belongs to a different framework focused on common species history.

236. (B) Cognitive dissonance
When an individual's behavior violates their internal moral standards, they experience a state of psychological discomfort. To reduce this tension, the person may use rationalizations to make their actions seem more acceptable. By convincing themselves that their conduct is normal or common, they align their behavior with a new belief, allowing them to maintain a positive self-image and avoid.

237. (C) Conformity
A series of famous studies showed that many people will publicly agree with a group's incorrect judgment even when the truth is obvious. This behavior is driven by the desire to fit in and the fear of social disapproval for being different. These findings highlight the powerful influence that the majority can have on an individual's public statements.

238. (D) Trait
This fundamental unit of personality refers to a consistent quality that influences an individual's behavior across a wide range of settings and over long periods of time. Unlike temporary moods or fleeting responses, these characteristics are relatively fixed and help define what makes a person unique. They provide a reliable way to describe and predict typical patterns in social situations.

239. (A) Reality Principle
In the psychodynamic model, one component of the mind must find a way to satisfy internal urges while also considering the limitations of the outside world. It acts as a rational mediator, delaying gratification until a safe and appropriate opportunity arises. By focusing on realistic outcomes and consequences, this structure

NODIA

internalized standards of right and wrong, often striving for an ideal of perfection. By rewarding virtuous behavior with pride and punishing transgressions with guilt, it guides socially acceptable conduct.

203. (D) Behavioral intention
Attitudes include a component that reflects an individual's plan or readiness to act in a certain way toward an object or issue. This includes the person's evaluation of their own capability to carry out specific actions. While actual behavior may be influenced by many external factors, this internal state serves as a strong predictor of how a person will likely.

204. (B) The individual's observed behavior.
Certain types of assessments measure personality by placing individuals in specifically designed scenarios and recording their actual reactions. By watching how a person manages a task or interacts with others in a standardized setting, researchers can gather objective data that is not subject to self-reporting biases. This method provides a direct look at character through visible and measurable actions.

205. (C) The feminine aspect in males and the masculine aspect in females.
Analytical psychology identifies specific archetypes that represent the internal gender qualities within each individual. Every man is theorized to have an unconscious feminine side that influences his emotional life, while every woman possesses an unconscious masculine side that shapes her logical and assertive tendencies. Integrating these opposing energies is a crucial part of the process of achieving psychological wholeness.

206. (D) Trust vs. Mistrust
The earliest stage of psychosocial development coincides with the period when an infant's primary interaction with the world is through feeding and care. During this time, the child's relationship with their caregivers establishes a fundamental sense of either security or fear. This foundation of reliable care is essential for building a lasting belief that the world is safe.

207. (A) The behavior is consistent, not distinctive, and has low consensus.
Observers are most likely to blame a person's character for an action when that behavior happens frequently and is not limited to a single situation. Furthermore, if other people do not typically act in the same way under similar circumstances, it reinforces the belief that the cause lies within the individual's unique personality rather than in the external environment.

208. (A) Both A and R are true and R is the correct explanation of A.
A leading psychologist revolutionized the study of personality by focusing on the measurable and consistent qualities that distinguish individuals. He argued that behavior is guided by internal dispositions that remain relatively stable across different settings and over time. By identifying these traits, researchers could move away from focusing solely on unconscious conflicts and instead develop a scientific and individualized approach.

209. (B) Cohesiveness
The strength of the emotional ties that bind group members together is a central concept in social psychology. It represents the degree to which individuals feel attracted to the group and are motivated to maintain their membership. This sense of unity is influenced by shared experiences and goals, and it often leads to greater cooperation and commitment within the group.

210. (A) The nature of an attitude refers to its components (A-B-C), while the functions refer to the purposes it serves.
To understand human attitudes, researchers distinguish between what they are made of and what they do for the individual. The structure of an attitude consists of thoughts, feelings, and behavioral tendencies, which define its fundamental character. At the same time, attitudes serve several practical roles, such as helping people organize information, express identity, and protect self-esteem in social settings.

211. (C) Functional autonomy
This principle suggests that a person's current reasons for a behavior can be entirely separate from how that behavior originally started. For instance, an activity begun due to external pressure

Click Here to Buy book on Amazon

can eventually become internally rewarding and self-sustaining. This view emphasizes that mature motives are not always tied to childhood conflicts or basic drives, allowing for a dynamic personality.

212. (D) self-report
Assessment tools that utilize standardized questionnaires rely on individuals to provide descriptions of their own traits and typical behaviors. By answering a series of fixed questions about themselves, respondents generate data that can be objectively scored and compared to established norms. This format is widely used because it is efficient to administer and allows evaluation of many character dimensions.

213. (C) laissez-faire
This leadership style is characterized by a hands-off approach where the person in charge provides minimal direction or structure. Group members are granted complete autonomy to set their own goals and make their own decisions. While this can empower highly skilled and self-motivated teams, it may also lead to a lack of coordination, slow progress, and team confusion.

214. (B) Skinner
While many psychologists have developed comprehensive models to explain the internal structure and growth of character, others have focused primarily on observable actions and environmental reinforcements. These behavioral perspectives argue that personality is simply a collection of learned responses rather than a complex system of traits. Therefore, their work is often categorized separately from traditional psychodynamic and trait-based personality theories.

215. (D) Halo effect
Cognitive biases often lead observers to generalize one specific trait to an individual's entire personality. If a person has a single positive quality, such as physical attractiveness or high intelligence, people frequently assume they possess other desirable traits as well. This process occurs without any actual evidence for those other qualities, resulting in a skewed and overly positive impression.

216. (A) psychosocial
Different developmental models focus on various primary drivers of human growth and change. While one influential framework emphasizes the importance of biological stages and internal conflicts, another highlights the role of social interactions and cultural expectations. This second approach views the individual as progressing through a series of life stages defined by emotional challenges that arise from social relationships.

NODIA

217. (C) Life Space
This theoretical concept represents the entire psychological world of a person as it exists at any given moment. It encompasses every factor—including perceptions, needs, memories, and the perceived environment—that has the potential to influence current behavior. By treating the person and their surroundings as a single, interdependent field, researchers can understand the dynamic forces that shape individual actions.

218. (A) Determinants of personality
One of the oldest questions in psychology asks whether character is primarily the result of biological inheritance or environmental influence. This discussion explores the extent to which traits are fixed at birth through genetics versus being shaped by culture, family, and life experiences. Most modern theories recognize that personality is the product of an ongoing and complex interaction between these forces.

219. (D) Statement I is false, but Statement II is true.
Social influence is a powerful force that drives individuals to align their behavior with group expectations. This often happens because of a fundamental human need to be liked and to avoid the social consequences of being different. While this pressure exists in all societies, it is often more pronounced in cultures that emphasize group harmony over individual self-expression.

220. (B) The structuredness of the test stimuli and response format.
Assessment methodologies differ primarily in how they present information and record answers. Some tools use standardized questions with a fixed set of options, allowing for objective and consistent scoring across different respondents. Other techniques utilize vague or ambiguous

materials, requiring the subject to provide open-ended interpretations. These differences in format determine which layers of personality are evaluated during assessment.

221. (C) Carl Jung
A leading figure in analytical psychology proposed a layer of the mind that is shared by all human beings. This deep psychic structure contains inherited, universal patterns and images known as archetypes, which reflect the common history and experiences of the human species. These shared themes appear in myths, art, and dreams across all cultures, influencing behavior unconsciously.

222. (B) Cognitive, Affective, Behavioral
Attitudes are complex evaluations structured around three distinct parts. The first involves the specific thoughts, facts, and opinions an individual holds about a topic. The second reflects the emotional responses and visceral feelings triggered by that same subject. Finally, there is a predisposition to act in a certain way based on those underlying beliefs and emotions. Together, these elements guide behavior.

223. (A) The relatively enduring pattern of recurrent interpersonal situations.
This psychological perspective argues that character is not a fixed internal structure but rather the way an individual consistently interacts with others. It suggests that our personality only exists and can only be observed within a social context. By focusing on the relationships and social roles that define our lives, we can understand how human behavior is shaped socially.

224. (B) Centralized authority and control
This management style is defined by a leader who retains almost all decision-making power and provides strict direction to the group. Members are expected to follow instructions exactly, with little to no opportunity to offer their own ideas or feedback. While this approach can be efficient in a crisis, it often leads to lower morale and limited group creativity.

225. (B) Integrity vs. Despair
As individuals reach the final period of their lives, they often engage in a process of looking back on their past. This stage involves evaluating whether their life was meaningful and consistent with their values. Achieving a sense of fulfillment leads to wisdom, while a focus on missed opportunities and regrets can result in deep bitterness and fear.

226. (A) P-3, Q-4, R-1, S-2
Social psychology explores many different ways that individuals interact with and perceive their environment. This includes how initial information shapes our judgments and how we assign causes to the actions of others. Researchers also examine the factors that drive interpersonal liking, such as physical nearness, and the social pressures that lead people to match behavior.

227. (C) Repression
This fundamental psychological strategy involves the unconscious act of pushing threatening or painful thoughts, memories, and impulses out of awareness. By excluding these distressing elements from the conscious mind, the individual protects their ego from anxiety and emotional conflict. While these thoughts are hidden, they continue to influence behavior and may resurface in dreams or through other indirect ways.

228. (D) Measures the construct it claims to measure.
For any psychological tool to be useful, it must accurately capture the specific trait or characteristic it was designed to evaluate. This ensures that the results provide a true reflection of the individual's personality rather than measuring something else entirely. Without this quality, the data collected would be misleading, regardless of how consistent the scores are or easy.

229. (C) The style of life
Individual psychology proposes that every person creates a consistent and identifiable pattern of actions and thoughts to achieve their goals. This unique framework is developed during early childhood as the individual seeks to master their environment and compensate for perceived weaknesses. It dictates how they approach problems and interact with others, providing a stable foundation for their character.

NODIA

230. (B) Provide meaning and structure to one's world.
Attitudes act as a mental framework that helps individuals organize and interpret the vast amount of information they encounter daily.

struggle for mastery and competence begins in early childhood and serves as the primary driver for personal growth and achievement. By striving to reach a state of superiority, individuals develop their own unique style of life and traits.

194. (A) Thematic Apperception Test (TAT)
This specific assessment technique presents individuals with vague pictures of people in various situations and asks them to create a narrative. Because the images are unclear, the subject must project their own unconscious needs, emotions, and conflicts into the story. This provides clinicians with a unique way to explore the deeper motivations and feelings that shape a person's character.

195. (A) I and II only
Personality is the product of an interaction between biological and environmental factors. Genetic inheritance provides the basic potential and establishes boundaries for development, while the social and physical world determines how these traits are nurtured and expressed. It is a dynamic process where neither nature nor nurture acts alone, and characteristics continue to evolve in response to life experiences.

196. (D) The development of ego identity through a series of social crises.
This developmental model focuses on the continuous evolution of the self across the entire span of life. It identifies eight stages, each characterized by a specific emotional challenge that arises from the interaction between psychological needs and societal expectations. Successfully navigating these crises allows for the development of fundamental virtues and a stable sense of identity in the world.

197. (C) Cardinal
Some personality characteristics are so powerful that they become the defining feature of an individual's life. These traits influence almost every action and thought, making the person synonymous with a particular quality, such as extreme ambition or selflessness. While relatively rare, they provide an overwhelming theme that provides a unified structure to the person's character and overall behavior.

198. (B) Group cohesiveness
This social psychological concept refers to the level of unity and mutual attraction among members of a group. It reflects the we-feeling that motivates individuals to stay in the group and work together toward common objectives. Factors such as shared goals, frequent interaction, and external threats can all increase this bond, leading to higher levels of group commitment.

199. (D) Social psychology and group dynamics
This researcher is renowned for pioneering the systematic study of human behavior within its social environment. His work focused on the interaction between individuals and the forces acting upon them, as well as processes occurring within groups. By introducing rigorous experimental methods and concepts like life space, he laid the groundwork for modern understanding of leadership and social influence.

200. (A) Social perception
The way individuals process information to understand the people around them is a fundamental area of study. This includes forming initial impressions, making attributions about the causes of behavior, and developing long-term judgments about character. These cognitive activities are essential for successful social interaction, as they guide how we communicate, cooperate, and evaluate the intentions and traits of others.

201. (A) P-3, Q-4, R-1, S-2
Several major psychological frameworks offer different explanations for the structure and development of the human mind. These include models focused on unconscious biological drives, those emphasizing social interest and compensation for weakness, and others exploring universal archetypes. Additionally, one perspective concentrates on the recurrent social situations and interpersonal relationships that define our personality, highlighting diversity within the field.

202. (A) To act as the moral conscience of the personality.
In the psychodynamic structure of personality, one component serves as the internal guardian of societal rules and values. It evaluates the thoughts and actions of the individual based on

Downloaded from www.pdf.tube

ensures that the individual can function effectively within society.

240. (B) situational; dispositional
When explaining behavior, people tend to focus on different causes depending on who is performing the action. When judging their own conduct, they often point to environmental pressures or specific circumstances. However, when observing others, they are much more likely to attribute the same actions to the other person's innate personality traits, ignoring the potential impact of the external situation.

241. (B) Erik Erikson
This researcher proposed a comprehensive model of human development that extends from birth through old age. Each stage is characterized by a specific emotional crisis that must be resolved to achieve healthy growth. His work emphasizes the interaction between an individual's psychological needs and the social environment, suggesting that personality is continuously shaped by challenges throughout our life span.

242. (A) Personality inventory
Some assessment tools use a structured, objective format where individuals describe themselves by agreeing or disagreeing with a series of standardized statements. These questionnaires are designed to evaluate various dimensions of character by aggregating responses across many different items. This method allows for a reliable and consistent measurement of traits, which can then be compared to data from other people.

243. (C) Normative conformity
Social influence often results in individuals adjusting their public behavior or opinions to align with a group's standards. This type of compliance is driven by the human need for social approval and the fear of rejection or being viewed as an outsider. Even if a person privately disagrees, they may follow the majority to avoid conflict and maintain standing.

244. (D) Kurt Lewin
A major figure in social psychology argued that an individual's actions are determined by the totality of facts in their psychological environment at any given moment. This concept includes everything the person perceives, believes, and feels, as well as their current goals and needs. By treating the person and their surroundings as an interdependent field, this model explains human behavior.

245. (C) Long-term, recurrent pattern of energy transformation.
Interpersonal theory defines the basic unit of personality as a consistent habit of interaction used to satisfy needs and reduce anxiety. These patterns are not static but involve the ongoing exchange of emotional energy with others. By examining these recurrent behaviors, researchers can understand how an individual relates to their social world and maintains a sense of security and well-being.

246. (B) Similarity
People are naturally drawn to others who share their beliefs, values, and interests. This commonality reduces conflict, provides validation for one's own views, and makes social interaction more predictable and rewarding. While other factors like physical closeness and appearance are important, the presence of shared characteristics is one of the most powerful and consistent drivers in forming social relationships.

247. (D) The repressed, undesirable aspects of the self.
Analytical psychology identifies a specific part of the unconscious mind that holds qualities an individual rejects or prefers not to show. This includes primitive impulses, hidden fears, and traits that conflict with the person's ideal self-image. While often seen as negative, acknowledging and integrating this dark side is essential for achieving psychological balance and becoming a more authentic human being.

248. (A) Identity vs. Role Confusion
During the teenage years, the primary challenge involves integrating various social roles and personal experiences into a coherent sense of self. This process requires exploring different values, career goals, and beliefs to determine who one truly is. Failure to successfully navigate this period can lead to uncertainty about the future, a lack of direction, and later social relationship difficulties.

NODIA

focusing on how relationships provide security and reduce anxiety, researchers can understand how human behavior and development are inextricably linked to the social.

268. (B) Source
Trait theory identifies different levels of personal dispositions based on how much they influence an individual's behavior. These include dominant qualities that define a life, core characteristics that describe most actions, and situational traits. However, the idea of underlying dimensions that provide the foundation for these visible traits belongs to a different theoretical model focused on the use of factor.

269. (C) Guide our behavior toward or away from an object.
Attitudes act as a fundamental evaluation of the people, ideas, and objects we encounter in our environment. Their primary purpose is to help us navigate the world by providing a readiness to respond in a positive or negative way. This orienting function allows individuals to quickly decide which things to approach, ensuring efficient and adaptive social interaction.

270. (D) Close, intimate relationships
In the transition to adulthood, the primary psychosocial challenge involves the ability to form deep and committed emotional bonds with others. This requires a willingness to share one's true self and to make compromises within a relationship. Successfully navigating this stage leads to the development of love, while failure to do so can result in social isolation.

271. (A) Ego
In the psychoanalytic structure of personality, one component must find practical ways to satisfy internal needs while respecting the rules and constraints of the outside world. It acts as a rational mediator, delaying immediate gratification in favor of safe and appropriate actions. By focusing on realistic outcomes, this structure ensures that the individual can function effectively within their society.

272. (B) All of the above
The likelihood that an individual will follow the behavior or opinions of a majority is influenced by several social factors. These include how many people already agree with each other and the status or expertise of those group members. Additionally, whether the group is completely unanimous or has even a single person who disagrees can significantly change conformist pressure.

273. (B) Tell a story about an ambiguous picture.
This specific assessment technique presents individuals with vague images of people in various situations. Because the meaning of the picture is unclear, the subject must rely on their own internal thoughts, feelings, and unconscious desires to create a narrative. This process allows clinicians to explore deep-seated emotional conflicts and motivations that might not be revealed through more direct methods.

274. (A) Adler
A leading psychologist proposed that every individual develops a unique and consistent pattern of behavior to achieve their personal goals. This framework is formed early in life as a way to overcome perceived weaknesses and find a place within the community. It dictates how a person approaches problems and interacts with others, providing a stable foundation for their entire character.

275. (C) Groupthink
This psychological phenomenon occurs when a close-knit group prioritizes internal unity over critical thinking and objective analysis. Members may suppress their doubts or ignore warning signs to avoid conflict and maintain a sense of consensus. This can lead to flawed decision-making and poor outcomes, as alternative viewpoints are not adequately considered or evaluated before the choice.

276. (D) Gordon Allport
A prominent researcher in trait psychology introduced the idea that adult motivations can become independent of their historical origins. This principle suggests that a behavior begun for one reason can eventually become self-sustaining and rewarding in its own right. This view emphasizes the importance of a person's current goals rather than focusing solely on childhood conflicts or drives.

Click Here to Buy book on Amazon

minimize their flaws, and maintain a positive image. This mechanism helps reduce the anxiety that would arise from acknowledging unpleasant truths, providing a form of psychological security in a challenging world.

259. (C) Uses ambiguous stimuli.
Assessment tools used to explore the unconscious mind utilize materials that do not have a clear or single meaning. By presenting vague images or open-ended tasks, these tests encourage individuals to impose their own interpretations and hidden feelings onto the material. This process allows deep-seated personality traits to be revealed in a way that structured, direct questioning may not.

260. (D) Cohesiveness
The level of unity and mutual attraction among members of a social unit is a fundamental concept in group dynamics. It reflects the degree to which individuals feel committed to the group and are motivated to remain part of it. This sense of solidarity is influenced by shared success, often leading to better communication, higher morale, and group cooperation.

261. (C) The halo effect
Cognitive biases often lead people to assume that an individual who has one positive quality must also possess other desirable traits. This generalization happens without direct evidence and can significantly color a person's overall judgment. For example, being perceived as smart may lead others to believe the person is also hardworking, showing how a single trait can dominate perception.

262. (B) Industry vs. Inferiority
During middle childhood, the primary developmental challenge involves learning new abilities and comparing oneself to peers. Children strive to achieve mastery in academic, social, and physical activities, seeking recognition for their efforts. Successfully navigating this period leads to a sense of productivity, while repeated failures or lack of support can result in a lasting feeling of pervasive inadequacy.

263. (D) People strive to overcome inferiority and achieve personal goals.
Individual psychology proposes that human behavior is motivated by a lifelong drive for growth, mastery, and perfection. This struggle is viewed as a natural response to the feelings of incompleteness or weakness experienced in early childhood. By focusing on personal goals and contributing to the welfare of others, individuals can overcome these challenges and lead a meaningful life.

264. (A) Self-report from the individual.
Many assessments of character utilize standardized questionnaires that ask individuals to describe their own typical thoughts, feelings, and actions. This method assumes that the person being tested is the best source of information about their own personality. By recording their own responses to fixed questions, individuals provide data that can be scored consistently and compared to established norms.

NODIA

265. (C) A person's entire psychological world at a given moment.
Field theory represents the total psychological environment as it exists for an individual at any given moment. This comprehensive concept includes every factor—such as needs, goals, memories, and perceptions—that has the potential to influence current behavior. By viewing the person and their surroundings as a single, interconnected field, this model provides a way to understand human action.

266. (A) The fundamental attribution error
When judging the actions of other people, individuals have a common tendency to look for internal causes rather than external ones. This cognitive bias leads observers to believe that a person's behavior is the result of their innate character traits, while ignoring the powerful impact that the specific circumstances or environmental pressures may have had on choices in that moment.

267. (D) Interpersonal relations
This psychological perspective argues that personality cannot be studied as an isolated internal system. Instead, it is viewed as a collection of recurrent social patterns that emerge from our interactions with others throughout our lives. By

249. (C) Lewin - Life space
Different psychological frameworks are defined by the specific concepts they use to explain behavior and development. While some researchers focus on internal instinctual drives or social interest, others emphasize the importance of the individual's current psychological environment. This approach views behavior as a product of the interaction between the person and their surroundings, using a unique term to represent totality.

250. (A) Attribution
Humans constantly try to make sense of the world by assigning reasons to why people act the way they do. This cognitive process involves deciding if a behavior was triggered by the person's internal traits or by external circumstances. These evaluations are a core part of how we understand others, influencing how we react to success, failure, and social interaction.

251. (D) A person behaving differently at a party than in a library.
While personality involves stable traits, the environment plays a significant role in how these qualities are expressed. For example, a person might act in a very sociable and loud way in one setting, while remaining quiet and reserved in another. These variations show how social norms and the specific context can temporarily override or influence typical behavior and tendencies.

252. (B) Phallic
During early childhood, development focuses on the child's budding awareness of physical differences and an unconscious emotional conflict involving their parents. This period is marked by an intense attachment to one parent and feelings of rivalry with the other. Successfully resolving this tension is considered a crucial step in the development of the superego and the internalization of societal rules.

253. (C) Central trait
Most individuals can be described by a small number of core qualities that consistently influence their behavior across many situations. These are the general building blocks of personality that others would typically mention when describing someone's character. While they are not as all-consuming as a single dominant drive, they provide a reliable foundation for understanding typical patterns of action.

254. (D) Attitudes are believed to predict behavior.
Social psychology places a heavy emphasis on quantifying beliefs and feelings because they are presumed to be the underlying drivers of human action. By understanding an individual's evaluation of a topic, researchers hope to anticipate their likely choices and responses in real-world situations. While the link between internal states and conduct is complex, these measurements remain a key predictive tool.

255. (A) Process of influence within a group context.
This social process involves an individual guiding and motivating others to work toward a common goal. It is not just about holding a formal title, but rather about the interaction between the leader, the followers, and the specific situation. By examining how decisions are made, researchers can understand how groups function effectively and how shared objectives are ultimately reached.

256. (B) Personification
Interpersonal theory suggests that individuals develop specific mental images to understand themselves and their relationships. These constructs are formed early in childhood based on experiences of approval or anxiety. They act as filters through which people perceive others, influencing how they behave in social settings. These images help navigate the environment by organizing social experiences into predictable mental categories.

257. (D) Adler - Psychosocial
Psychological theories are categorized based on their primary approach to explaining the mind and behavior. While some models focus on internal conflicts and biological stages, others highlight social interest or the interaction between the person and their current environment. However, the study of how development is shaped by social crises across the entire lifespan belongs to a different researcher.

258. (A) Ego-defensive function
Some beliefs are held primarily to shield the individual from internal psychological conflict or external threats to self-worth. By holding these attitudes, a person can justify their actions,

Downloaded from www.pdf.tube

277. (C) The belief that the car has good fuel efficiency.
Attitudes are structured around three distinct parts, including an informational base that consists of the specific facts and opinions an individual holds about a topic. This part of the attitude reflects how the person perceives the object and the attributes they assign to it, such as efficiency. These beliefs provide the logical framework that supports emotional and behavioral components.

278. (B) Erikson
While some frameworks focus primarily on early biological stages, another influential theory argues that personality is continuously shaped throughout the entire life of the individual. This perspective identifies eight distinct psychosocial stages from birth until death, each defined by a specific emotional challenge. Successfully navigating these crises allows for ongoing growth and the development of a more integrated self.

279. (D) Direction, strength, and point of application.
Field theory uses a physical metaphor to describe how different factors motivate human behavior within the life space. These motivators are defined by their intensity, the specific goal toward which they are pushing the individual, and where they are acting within the psychological field. Together, these properties determine the overall movement and actions of the person in their environment.

280. (A) Sullivan
A major psychologist argued that personality can only be understood by examining how an individual consistently interacts with others. This perspective focuses on the social roles and relationships that define our lives and how we develop internal systems to maintain a sense of security and reduce anxiety. It emphasizes that our character is inextricably linked to the social context.

281. (C) Projective tests
Assessment tools that use ambiguous stimuli are designed to reveal the deep-seated emotions and hidden conflicts of the individual. By presenting materials that have no clear meaning, these methods force the subject to project their own internal world onto the images. This provides a unique clinical tool for exploring aspects of personality that may not be accessible through direct questionnaires.

282. (A) Id; Ego
In the psychodynamic structure of personality, one component is driven by a simple mandate to seek immediate gratification of all biological needs and instincts. Another component must act as a rational mediator, finding ways to satisfy those needs while respecting the rules of the outside world. This second part focuses on safe actions that ensure survival and functioning.

NODIA

283. (D) ego-defensive
Some attitudes are formed and maintained as a way to shield an individual from internal insecurities or external threats to their self-worth. By holding a belief in the superiority of their own group, a person can enhance their self-esteem and reduce the anxiety that would arise from confronting their own flaws. This mechanism provides a sense of psychological security.

284. (B) Interpersonal attraction
People are naturally drawn to others who share their beliefs, values, and personality traits. This commonality provides validation for one's own identity and makes social interaction more comfortable and predictable. Research consistently shows that the presence of shared characteristics is one of the most consistent factors in the initial formation of social bonds and the maintenance of deep relationships.

285. (C) Encourage discussion and consider group feedback.
This style of management focuses on collaboration and group involvement in the decision-making process. The leader acts as a facilitator, inviting members to share their expertise and ideas before a final choice is made. By promoting open communication and valuing the input of the entire team, this approach often leads to higher morale and more effective group problem-solving.

286. (D) Carl Jung
Analytical psychology identifies fundamental, inherited themes and images that are shared by all human beings. These symbolic patterns reflect the common history and experiences of the human species and are stored in a deep layer

relationships.

39. The concept of "subjective distress" as a criterion for abnormality refers to:
(A) Behavior that is statistically rare.
(B) Behavior that violates societal rules.
(C) Behavior that impairs daily functioning.
(D) The individual's own report of pain, anxiety, or emotional suffering.

40. An episode of mania is characterized by all of the following EXCEPT:
(A) Anhedonia and loss of interest
(B) Inflated self-esteem or grandiosity
(C) Decreased need for sleep
(D) Increased talkativeness or pressure to keep talking

41. Arrange the following models of clinical psychology in the general chronological order of their emergence and prominence.
1. Psychodynamic
2. Behavioral
3. Cognitive
(A) 2, 1, 3
(B) 3, 2, 1
(C) 1, 2, 3
(D) 1, 3, 2

42. A compulsion is best defined as:
(A) A repetitive behavior or mental act that a person feels driven to perform.
(B) A repetitive, intrusive, and unwanted thought.
(C) A persistent and irrational fear of an object or situation.
(D) A sudden surge of overwhelming panic in the absence of a real threat.

43. Which of the following is a cause of intellectual disability linked to a genetic abnormality?
(A) Fetal alcohol syndrome
(B) Lead poisoning
(C) Malnutrition during infancy
(D) Down syndrome (Trisomy 21)

44. Which statement about personality disorders is incorrect?
(A) They are long-standing patterns of behavior.
(B) They are characterized by their flexibility and adaptability.
(C) They often lead to significant distress or impairment.
(D) Their onset can be traced back to adolescence or early adulthood.

45. The psychodynamic model attributes anxiety to:
(A) A learned response to a threatening stimulus.
(B) A catastrophic misinterpretation of bodily sensations.
(C) The threat of unacceptable, unconscious impulses breaking through into consciousness.
(D) An overestimation of danger and an underestimation of coping abilities.

46. "Anhedonia," a common symptom in mood disorders, refers to:
(A) A significant change in appetite or weight.
(B) A persistent feeling of worthlessness or guilt.
(C) Recurrent thoughts of death or suicide.
(D) A marked loss of interest or pleasure in activities.

47. The term 'paranoia' as it relates to schizophrenia most accurately refers to:
(A) A clinical subtype of schizophrenia characterized by prominent delusions of persecution or grandeur.
(B) A general feeling of anxiety about social situations.
(C) The negative symptom of social withdrawal.
(D) A separate and distinct disorder from schizophrenia.

48. A client centered therapist would view a client's problems as stemming from:
(A) A history of maladaptive reinforcement contingencies.
(B) A lack of unconditional positive regard from significant others, leading to incongruence.
(C) Unresolved Oedipal conflicts.
(D) Illogical and self-defeating thought patterns.

49. Which of the following is NOT a class of substances associated with Substance-Related Disorders?
(A) Depressants (e.g., alcohol)
(B) Antipsychotics (e.g., haloperidol)
(C) Stimulants (e.g., cocaine)

Click Here to Buy book on Amazon

situations and over long periods of time. This predictability allows observers to understand an individual's typical patterns of behavior and likely responses.

296. (A) Central and Peripheral
Communication theory identifies two different ways that people process persuasive information. The first involves a thoughtful and logical analysis of the actual arguments and facts presented in a message. The second relies on more superficial cues, such as the attractiveness of the source or the emotional tone of delivery. The chosen path depends on the individual's motivation level.

297. (C) birth order
Individual psychology suggests that an individual's position among their siblings can have a significant influence on their personality development. The specific challenges and advantages associated with being the oldest, middle, or youngest child help shape the unique way a person strives for their goals. This familial context contributes to the creation of a consistent and identifiable pattern of behavior throughout life.

298. (A) Lewin
A leading researcher in social psychology used a specific formula to represent the idea that human actions are determined by the interaction between a person and their surroundings. This approach emphasizes that behavior is not driven by the individual's traits or the environment alone. Instead, it is the product of dynamic forces that exist within the person's psychological field.

299. (D) Semantic differential scale
Researchers use specific measurement tools to capture the emotional and evaluative meanings that individuals associate with different concepts or objects. By asking respondents to rate a topic between two opposing terms, such as good and bad, these scales provide data on the nuanced aspects of an attitude. This method offers a more detailed view than simple agreement with statements.

300. (B) It has no direct equivalent, as Jung's concept of personal unconscious is distinct.
Analytical psychology identifies different layers of the mind that influence behavior and character. While one theory focuses on universal inherited patterns, it also acknowledges a layer of the psyche containing an individual's forgotten or repressed personal experiences. Although some other frameworks have concepts that deal with the unconscious, the specific structure and role of these elements are distinct.

www.nodia.in

Downloaded from www.pdf.tube

CHAPTER 08

Psychopathology and clinical Psychology

NODIA

1. Which of the following criteria for abnormality is concerned with whether a behavior is harmful or non-productive for the individual?
(A) Statistical infrequency
(B) Maladaptiveness
(C) Subjective distress
(D) Violation of social norms

2. A person who experiences sudden and inexplicable episodes of intense fear accompanied by physical symptoms like heart palpitations and shortness of breath is most likely suffering from which disorder?
(A) Panic Disorder
(B) Generalized Anxiety Disorder
(C) Obsessive-Compulsive Disorder
(D) Schizophrenia

3. Consider the following statements and select the correct option.
Statement I: In Obsessive-Compulsive Disorder, obsessions are intrusive and unwanted thoughts.
Statement II: In Obsessive-Compulsive Disorder, compulsions are repetitive behaviors or mental acts performed to reduce anxiety.
(A) Statement I is correct, but Statement II is incorrect.
(B) Statement II is correct, but Statement I is incorrect.
(C) Both Statement I and Statement II are correct.
(D) Both Statement I and Statement II are incorrect.

4. Which of the following is NOT a primary criterion for abnormality?
(A) Subjective distress
(B) Statistical deviation
(C) Maladaptive behavior
(D) Social eccentricity

5. According to the behavioral model of clinical psychology, psychological disorders are primarily the result of:
(A) Unconscious conflicts from childhood.
(B) Distorted thinking and irrational beliefs.
(C) Faulty learning and conditioning.
(D) Dysfunctional interpersonal relationships.

6. Which statement best describes Generalized Anxiety Disorder (GAD)?
(A) It involves sudden, intense episodes of terror without a clear trigger.
(B) It involves persistent, excessive, and uncontrollable worry about many domains.
(C) It involves recurrent, intrusive thoughts and repetitive, ritualistic behaviors.
(D) It involves a persistent and irrational fear of a specific object or situation.

7. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The psychodynamic model posits that the roots of psychological disorders lie in early childhood experiences.
Reason (R): Unresolved unconscious conflicts from psychosexual stages can manifest as symptoms of mental illness in adulthood.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

8. A persistent, long-lasting depressed mood, loss of interest in activities, and other symptoms lasting for at least two weeks would be characteristic of which mood disorder?
(A) Major Depressive Disorder
(B) Bipolar I Disorder
(C) Cyclothymic Disorder
(D) Dysthymia

9. Which of the following is an incorrect statement regarding schizophrenia?
(A) Positive symptoms include hallucinations

and delusions.

(B) Negative symptoms include avolition and affective flattening.
(C) It is a type of mood disorder characterized by extreme mood swings.
(D) It often involves a significant decline in social and occupational functioning.

10. Match the items in List I with those in List II and select the correct option.
List I: (Therapy)
P. Psychoanalytic Therapy
Q. Client-centered Therapy
R. Cognitive Therapy
S. Biofeedback
List II: (Core Concept)
1. Unconditional positive regard
2. Automatic thoughts
3. Operant conditioning of physiological responses
4. Free association
(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-4, R-3, S-2
(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-1, R-2, S-4

11. A person with paranoia is most likely to exhibit:
(A) A persistent pattern of grandiosity and need for admiration.
(B) Extreme emotional dysregulation and unstable relationships.
(C) A lack of interest in social relationships and a restricted range of emotional expression.
(D) Pervasive distrust and suspiciousness of others.

12. The need for markedly increased amounts of a substance to achieve intoxication or desired effect is known as:
(A) Withdrawal
(B) Tolerance
(C) Dependence
(D) Abuse

13. Consider the following statements about intellectual disability:
I. It is characterized by significant limitations in intellectual functioning.
II. It is characterized by significant limitations in adaptive behavior.
III. The onset must be before the age of 18.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

14. The interpersonal model of clinical psychology emphasizes the role of which factor in the development of psychopathology?
(A) Biological predispositions
(B) Maladaptive cognitions
(C) Learned associations and reinforcements
(D) Dysfunctional patterns of relating to others

15. In client-centered therapy, the therapist's ability to understand the client's feelings and experiences from their own perspective is termed:
(A) Empathy
(B) Genuineness
(C) Unconditional positive regard
(D) Congruence

16. Which of the following represents a compulsion in Obsessive-Compulsive Disorder?
(A) Constantly worrying about getting sick.
(B) Repeatedly washing hands to alleviate fear of contamination.
(C) An unwanted, intrusive image of a loved one being harmed.
(D) Feeling a persistent sense of dread for no apparent reason.

17. Mood disorders are primarily characterized by disturbances in:
(A) Thought processes
(B) Emotional state
(C) Perception
(D) Personality traits

18. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Cognitive therapy aims to modify dysfunctional emotions and behaviors by changing a person's thinking patterns.
Reason (R): According to cognitive theory, it is not events themselves that cause distress, but the individual's interpretation of those events.
(A) Both A and R are true and R is the correct explanation of A.

Click Here to Buy book on Amazon

of the mind. They influence how individuals perceive the world and provide a universal framework for understanding human behavior across cultures.

287. (A) It consists of a standardized set of questions with objective scoring.
Assessment tools that utilize a structured format provide a reliable profile of an individual's characteristic patterns of behavior and thought. By asking a series of fixed questions with pre-defined response options, these inventories minimize the impact of subjective bias. This method allows for a consistent evaluation of character dimensions, which can then be directly compared to other data.

288. (B) Anal
According to psychoanalytic theory, experiences during early childhood centered on toilet training can influence adult personality. If this process is overly strict or rigid, the individual may develop a lifelong preoccupation with cleanliness, order, and control. This manifests in adulthood as a tendency to be very stubborn and compulsively neat, reflecting the unresolved emotional conflicts of that developmental stage.

289. (B) Infancy
The first major crisis in psychosocial development occurs during the earliest period of life. At this time, the child is completely dependent on caregivers for survival and comfort. If the care they receive is consistent and reliable, they develop a sense of security and confidence in the world. Conversely, neglectful or inconsistent care can lead to lasting suspicion.

290. (A) Valence
The formation of character is influenced by biological factors, the family environment, and the specific circumstances an individual faces throughout life. Together, these elements shape the stable patterns of behavior and thought that define each person. However, the term describing the attractiveness of a goal within a psychological field is a concept used to explain motivation rather than personality.

291. (C) The tendency to overemphasize personal factors in others' behavior.
When judging the actions of other people, individuals have a common tendency to look for causes within the person rather than in the environment. This cognitive bias leads observers to believe that a behavior is the result of someone's innate character traits, while ignoring the powerful impact that the specific circumstances or environmental pressures may have had on choices.

292. (D) The core of personality, or the self.
Trait theory identifies a central aspect of character that provides a sense of unity and continuity to the individual. This concept represents the parts of a person that feel uniquely "mine" and help organize their various traits and experiences into a coherent whole. It develops gradually through childhood and represents the conscious, choosing, and striving essence of the human.

293. (C) Erikson emphasized social and cultural factors more than Freud did.
While both theorists acknowledged the importance of early life, they diverged on the primary forces that drive human development. One influential framework focused on biological stages and internal instinctual conflicts. In contrast, the other perspective highlighted the role of social interactions and cultural expectations across the entire lifespan, suggesting that identity is continuously shaped by the person's social relationship context.

NODIA

294. (B) Task-oriented
Leadership can be defined by the primary focus of the person in charge. Some leaders concentrate on the structural aspects of a project, such as setting high expectations, defining roles, and ensuring that work is organized efficiently. This approach prioritizes results and the successful completion of the assignment, often emphasizing production and technical standards over the emotional well-being needs.

295. (D) consistency
The systematic study of character identifies a set of stable and enduring traits that distinguish one person from another. These qualities are not random or fleeting; instead, they show a significant level of regularity across various

List II: (Core Feature)
1. Presence of delusions or hallucinations
2. Persistent depressed mood and anhedonia
3. Uncued, recurrent panic attacks
4. Chronic, uncontrollable worry

(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-1, S-2
(C) P-4, Q-1, R-3, S-2
(D) P-2, Q-3, R-1, S-4

30. In client-centered therapy, the core conditions that facilitate growth are genuineness, empathy, and:
(A) Confrontation
(B) Interpretation
(C) Behavioral rehearsal
(D) Unconditional positive regard

31. A person who believes that their thoughts are being broadcasted from their mind for others to hear is experiencing a:
(A) Thought broadcasting delusion
(B) Delusion of persecution
(C) Delusion of grandeur
(D) Somatic delusion

32. Consider the following statements about personality disorders:
I. Personality disorders are typically diagnosed in early childhood.
II. They represent enduring patterns of inner experience and behavior that deviate from cultural expectations.
III. The patterns are flexible and adapt to different social situations.
Which of the above statements is/are correct?
(A) II only
(B) I and II only
(C) II and III only
(D) I, II and III

33. Which of the following is a key technique in psychoanalytic therapy?
(A) Systematic desensitization
(B) Analysis of transference
(C) Socratic questioning
(D) Active listening and reflection

34. The interpersonal model of psychopathology suggests that symptoms are best understood in the context of:
(A) The individual's current social network and relationships.
(B) The individual's genetic and neurochemical makeup.
(C) The individual's learned history of rewards and punishments.
(D) The individual's cognitive schemas and automatic thoughts.

35. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Biofeedback can be effective in treating tension headaches.
Reason (R): By providing feedback on muscle tension (e.g., through EMG), individuals can learn to relax specific muscles, thereby reducing headache frequency and intensity.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

36. An individual with an IQ score of 40 would most likely be classified under which category of intellectual disability?
(A) Mild
(B) Severe
(C) Profound
(D) Moderate

37. A person who is constantly worried about having a serious illness despite medical reassurance to the contrary, and who spends excessive time checking their body for signs of disease, may be exhibiting characteristics of:
(A) Generalized Anxiety Disorder
(B) Obsessive-Compulsive Disorder
(C) Somatic Symptom Disorder or Illness Anxiety Disorder
(D) Panic Disorder

38. The primary goal of cognitive therapy is to:
(A) Help the client achieve self-actualization.
(B) Identify and modify maladaptive thought patterns.
(C) Resolve unconscious conflicts stemming from childhood.
(D) Improve the client's interpersonal skills and

Downloaded from www.pdf.tube

(A) Analyzing the client's current relationships and improving their interpersonal functioning.
(B) Correcting the client's dysfunctional core beliefs about the self.
(C) Bringing unconscious childhood conflicts into conscious awareness.
(D) Teaching the client relaxation techniques to manage physiological arousal.

59. A pattern of behavior that violates the basic rights of others or major age-appropriate societal norms, such as aggression to people and animals, destruction of property, or theft, is a hallmark of which personality disorder?
(A) Borderline Personality Disorder
(B) Narcissistic Personality Disorder
(C) Schizoid Personality Disorder
(D) Antisocial Personality Disorder

60. The use of monitors to provide a person with information about their heart rate, with the goal of teaching them to control it, is a classic example of:
(A) Psychoanalysis
(B) Biofeedback
(C) Client-centered therapy
(D) Cognitive therapy

61. Which of the following is considered a positive symptom of schizophrenia?
(A) Affective flattening
(B) Avolition
(C) Disorganized speech
(D) Social withdrawal

62. The concept of "statistical infrequency" defines abnormality as:
(A) Behavior that causes personal suffering.
(B) Behavior that prevents one from achieving goals.
(C) Behavior that is considered unacceptable by society.
(D) Behavior that is rare or deviates significantly from the average.

63. Which statement accurately describes a major feature of mood disorders?
(A) They involve a primary disturbance in emotional regulation, leading to states like depression or mania.
(B) They are characterized by a fundamental split from reality.
(C) They are defined by inflexible and maladaptive personality traits.
(D) They exclusively involve symptoms of anxiety and fear.

64. Match the items in List I with those in List II and select the correct option.
List I: (Psychological Model)
P. Psychodynamic
Q. Behavioral
R. Interpersonal
S. Cognitive
List II: (Core Assumption)
1. Faulty thinking patterns cause psychopathology.
2. Unconscious conflicts drive behavior.
3. Maladaptive behaviors are learned.
4. Dysfunctional relationships are central to disorders.
(A) P-1, Q-3, R-2, S-4
(B) P-2, Q-4, R-3, S-1
(C) P-2, Q-3, R-4, S-1
(D) P-3, Q-2, R-1, S-4

65. The primary purpose of compulsions in OCD is to:
(A) Gain pleasure or satisfaction.
(B) Reduce or neutralize the anxiety caused by obsessions.
(C) Attract attention from others.
(D) Fulfill a delusional belief.

66. A diagnosis of intellectual disability requires deficits in intellectual functioning and:
(A) Deficits in adaptive functioning.
(B) The presence of a known genetic syndrome.
(C) An onset after the age of 21.
(D) The presence of a co-occurring psychiatric disorder.

NODIA

67. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Carl Rogers' client-centered therapy is considered a non-directive approach.
Reason (R): The therapist refrains from giving advice or interpretations, believing that the client has the inherent capacity for growth and can find their own solutions in a supportive

(D) Hallucinogens (e.g., LSD)

50. Match the items in List I with those in List II and select the correct option.
List I: (Term)
P. Obsession
Q. Compulsion
R. Delusion
S. Hallucination
List II: (Definition)
1. A repetitive behavior performed to reduce anxiety
2. A false belief held despite contrary evidence
3. A sensory perception without an external stimulus
4. A recurrent and persistent unwanted thought
(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-4, R-3, S-2
(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-1, R-2, S-4

51. The behavioral approach to therapy, in contrast to the psychodynamic approach, focuses on:
(A) Past experiences and childhood conflicts.
(B) The client's innate drive toward self-actualization.
(C) Current behaviors and their environmental determinants.
(D) The interpretation of dreams and symbolic meanings.

52. The classification of intellectual disability as mild, moderate, severe, or profound is primarily based on:
(A) The specific cause of the disability.
(B) The individual's ability to live independently.
(C) The age of onset of the intellectual deficits.
(D) The individual's score on standardized IQ tests.

53. Consider the following statements about panic attacks:
I. They are always triggered by a specific, identifiable feared object or situation.
II. They are characterized by a sudden and intense surge of fear.
III. They are accompanied by multiple physical symptoms like palpitations and dizziness.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

54. The process of helping a client identify, challenge, and replace their irrational beliefs is a central component of which therapy?
(A) Psychoanalytic therapy
(B) Cognitive therapy
(C) Client-centered therapy
(D) Biofeedback

55. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): In schizophrenia, negative symptoms are generally associated with a poorer prognosis than positive symptoms.
Reason (R): Negative symptoms, such as avolition and affective flattening, are often less responsive to antipsychotic medication and are more debilitating to long-term functioning.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

56. "Alogia," a negative symptom of schizophrenia, refers to:
(A) Poverty of speech
(B) Lack of motivation
(C) Inability to experience pleasure
(D) Flattened emotional expression

57. A key difference between GAD and Panic Disorder is that:
(A) Panic Disorder is more common in men, while GAD is more common in women.
(B) GAD is primarily treated with medication, while Panic Disorder is treated with psychotherapy.
(C) GAD involves chronic worry, while Panic Disorder involves acute, intense episodes of fear.
(D) GAD is an anxiety disorder, while Panic Disorder is a mood disorder.

58. The interpersonal model of psychology, as it applies to therapy, would likely focus on:

Click Here to Buy book on Amazon

(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

19. Which level of intellectual disability is characterized by an IQ range of approximately 50-70, where individuals can often achieve a degree of social and vocational adequacy with support?
(A) Profound
(B) Severe
(C) Mild
(D) Moderate

20. Biofeedback is a therapeutic technique primarily used to:
(A) Uncover and analyze repressed childhood memories through free association.
(B) Systematically challenge and restructure irrational or distorted beliefs.
(C) Provide a supportive and empathetic environment for self-actualization.
(D) Help individuals gain voluntary control over involuntary physiological processes.

21. A patient reports experiencing delusions of grandeur, claiming to be a historical figure with special powers. This symptom is most characteristic of:
(A) Generalized Anxiety Disorder
(B) Obsessive-Compulsive Disorder
(C) Schizophrenia
(D) Panic Disorder

22. The defining characteristic of a personality disorder is that the maladaptive traits are:
(A) Acute and episodic.
(B) Pervasive, inflexible, and long-standing.
(C) Triggered by specific, identifiable stressors.
(D) Easily treatable with short-term medication.

23. Which of the following is an example of a negative symptom of schizophrenia?
(A) Auditory hallucinations
(B) Disorganized speech
(C) Paranoid delusions
(D) Avolition (lack of motivation)

24. A client in psychoanalytic therapy begins to react to the therapist as if the therapist were a significant figure from their past, such as a parent. This process is called:
(A) Transference
(B) Resistance
(C) Free association
(D) Catharsis

25. The criterion of "violation of social norms" is considered problematic as a sole basis for defining abnormality because:
(A) It is too objective and scientific.
(B) Norms are constant across all societies.
(C) It can be used to oppress non-conformist or minority groups.
(D) It does not account for an individual's personal distress.

26. Which of the following disorders is characterized by at least one manic or mixed episode, often alternating with major depressive episodes?
(A) Bipolar I Disorder
(B) Major Depressive Disorder
(C) Dysthymic Disorder
(D) Cyclothymic Disorder

NODIA

27. The behavioral model of clinical psychology would explain a phobia as:
(A) A symbolic representation of an unconscious conflict.
(B) The result of a catastrophic misinterpretation of bodily sensations.
(C) A manifestation of a dysfunctional parent-child relationship.
(D) A conditioned fear response acquired through classical conditioning.

28. The experience of physical or psychological symptoms that occur when a person stops using a substance they are dependent on is known as:
(A) Tolerance
(B) Withdrawal
(C) Intoxication
(D) Relapse

29. Match the items in List I with those in List II and select the correct option.
List I: (Disorder)
P. Generalized Anxiety Disorder
Q. Panic Disorder
R. Schizophrenia
S. Major Depressive Disorder

environment.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

68. The state of physical or psychological addiction to a substance, characterized by tolerance and withdrawal, is called:
(A) Substance Abuse
(B) Substance Intoxication
(C) Substance Use
(D) Substance Dependence

69. In paranoia, delusions are often:
(A) Bizarre and nonsensical.
(B) Fleeting and quickly forgotten.
(C) Systematized and related to themes of persecution or threat.
(D) Focused on grandiose abilities.

70. Which of the following is the best example of a "checking" compulsion in OCD?
(A) Thinking repeatedly that you might have hit someone with your car.
(B) Driving back ten times to make sure you did not hit someone with your car.
(C) Worrying constantly about germs on door handles.
(D) Washing your hands for exactly one minute after touching a door handle.

71. A key contribution of the behavioral model to clinical psychology was its emphasis on:
(A) Longitudinal case studies.
(B) The therapist-client relationship.
(C) The role of the unconscious.
(D) Empirically testable hypotheses and measurable outcomes.

72. Consider the following psychotherapies:
1. Psychoanalytic Therapy
2. Cognitive Therapy
3. Client-Centered Therapy
4. Biofeedback

Arrange these psychotherapies in the chronological order of their development.
(A) 1, 3, 2, 4
(B) 2, 1, 3, 4
(C) 3, 1, 4, 2
(D) 1, 2, 3, 4

73. Bipolar disorders are distinguished from unipolar mood disorders by the presence of:
(A) Depressive episodes
(B) Psychotic symptoms
(C) Manic or hypomanic episodes
(D) Suicidal ideation

74. "Affective flattening," a symptom seen in schizophrenia, refers to:
(A) A significant reduction in the range and intensity of emotional expression.
(B) A complete inability to experience emotions.
(C) A mood that is incongruent with the situation.
(D) Rapid and unpredictable shifts in emotional state.

75. Consider the following statements about personality disorders:
I. They are considered ego-syntonic, meaning individuals often do not see their traits as a problem.
II. They are organized into three clusters (A, B, and C) in major diagnostic systems.
III. They are easily and quickly treated with medication alone.

Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

76. The psychodynamic technique where the client is encouraged to say whatever comes to mind without censorship is known as:
(A) Transference analysis
(B) Free association
(C) Dream interpretation
(D) Resistance analysis

77. Which of the following is a primary cause of intellectual disability that occurs postnatally (after birth)?
(A) Down syndrome
(B) Fragile X syndrome
(C) Lead poisoning
(D) Fetal alcohol syndrome

NODIA

therapeutic relationship.

101. Which of the following scenarios best illustrates the "maladaptive behavior" criterion of abnormality?
(A) A person who is a mathematical genius and finds social interaction difficult.
(B) A person who belongs to a subculture with unique clothing and hairstyles.
(C) A person whose extreme fear of spiders prevents them from leaving their home.
(D) A person who feels sad after the death of a loved one.

102. The negative symptom of schizophrenia known as avolition refers to:
(A) A lack of emotional expression.
(B) A lack of motivation and goal-directed activity.
(C) A reduction in speech output.
(D) An inability to experience pleasure.

103. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Obsessions in OCD create anxiety.
Reason (R): Compulsions in OCD are performed in an attempt to reduce the anxiety caused by the obsessions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

104. Which of the following is a prenatal cause of intellectual disability?
(A) Maternal infection with rubella during pregnancy
(B) Encephalitis during childhood
(C) Traumatic brain injury at age 10
(D) Exposure to toxins in the workplace as an adult

105. The defining feature of a personality disorder, compared to other disorders like anxiety or mood disorders, is its:
(A) Acute onset and episodic nature.
(B) Primary manifestation in physical symptoms.
(C) Pervasive and enduring quality across situations.
(D) Typical positive response to short-term medication.

106. Match the items in List I with those in List II and select the correct option.
List I: (Therapeutic Technique)
P. Systematic Desensitization
Q. Dream Analysis
R. Socratic Questioning
S. Empathic Reflection
List II: (Associated Therapy)
1. Psychoanalytic
2. Client-Centered
3. Behavioral
4. Cognitive
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-4, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-4, R-1, S-3

107. Which of the following best describes the psychodynamic view of paranoia?
(A) It is a learned behavior reinforced by the surrounding environment.
(B) It stems from catastrophic misinterpretations of various social cues.
(C) It is a result of dysfunctional interpersonal schemas from childhood.
(D) It is a result of the defense mechanism of projection, where one's own unacceptable impulses are attributed to others.

108. The experience of withdrawal symptoms upon cessation of a substance is a strong indicator of:
(A) Substance abuse
(B) Physiological dependence
(C) Substance intoxication
(D) Psychological craving

109. Which of these is NOT a recognized anxiety disorder?
(A) Panic disorders
(B) Obsessive-compulsive disorders
(C) Schizophrenia
(D) Generalized Anxiety Disorders

110. The cognitive triad, a key concept in cognitive therapy for depression, involves negative views of:

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

(D) Age of onset.

89. The behavioral model of abnormality is based on the principles of:
(A) Psychoanalysis
(B) Humanistic psychology
(C) Learning theory
(D) Cognitive neuroscience

90. A person experiencing a manic episode might engage in all of the following behaviors EXCEPT:
(A) Sleeping for 12-14 hours per day.
(B) Going on extravagant spending sprees.
(C) Making impulsive and risky decisions.
(D) Starting numerous ambitious projects at once.

91. The primary aim of psychoanalytic psychotherapy is to:
(A) Modify overt behavior through conditioning.
(B) Restructure a client's core beliefs.
(C) Foster self-acceptance through empathy.
(D) Make the unconscious conscious.

92. The classification of intellectual disability is based on intellectual functioning and what other domain?
(A) Physical health
(B) Adaptive behavior
(C) Socioeconomic status
(D) Family history

93. Consider the following characteristics:
I. Persistent and distressing thoughts, images, or urges.
II. Repetitive behaviors or mental acts performed in response to the thoughts.
III. The thoughts and behaviors are recognized by the individual as excessive or unreasonable.
These are core features of which disorder?
(A) Generalized Anxiety Disorder
(B) Panic Disorder
(C) Obsessive-Compulsive Disorder
(D) Schizophrenia

94. The term 'paranoia' in the context of psychopathology is most closely associated with:
(A) Depressed mood
(B) Anxious worry
(C) Compulsive rituals
(D) Suspiciousness and persecutory delusions

95. In cognitive therapy, 'automatic thoughts' are best described as:
(A) Spontaneous, often negative, interpretations of events.
(B) Thoughts that occur during a state of free association.
(C) Deeply held, unconscious beliefs from childhood.
(D) Positive affirmations used to build self-esteem.

96. Which of the following is NOT a criterion for defining behavior as abnormal?
(A) Danger to self or others
(B) Creativity and originality
(C) Maladaptiveness
(D) Subjective distress

97. A substance-related disorder diagnosis would be considered when substance use leads to:
(A) Occasional mild euphoria.
(B) Clinically significant impairment or distress.
(C) Socially acceptable levels of consumption.
(D) A single episode of intoxication.

98. The interpersonal model of psychology was significantly influenced by the work of:
(A) Harry Stack Sullivan
(B) Sigmund Freud
(C) B.F. Skinner
(D) Carl Rogers

NODIA

99. Which statement correctly identifies a pair of a disorder and its primary characteristic?
(A) GAD: Recurrent panic attacks
(B) Schizophrenia: Disturbances in mood
(C) Personality Disorder: Inflexible and pervasive maladaptive traits
(D) Mood Disorder: Delusions and hallucinations

100. "Congruence" or "genuineness" in client-centered therapy refers to the therapist's ability to:
(A) Accurately perceive the client's internal world.
(B) Accept the client without judgment.
(C) Interpret the client's unconscious motives.
(D) Be authentic, open, and transparent in the

78. The central feature of Generalized Anxiety Disorder (GAD) is:
(A) Panic attacks
(B) Phobias
(C) Compulsions
(D) Worry

79. According to cognitive models, panic attacks result from:
(A) A catastrophic misinterpretation of normal bodily sensations.
(B) Unconscious conflicts resurfacing.
(C) A classically conditioned fear response.
(D) Dysfunctional interpersonal attachments.

80. A person who is diagnosed with an intellectual disability classification of "Profound" would typically have an IQ score:
(A) Above 70
(B) Below 20 or 25
(C) Between 50-70
(D) Between 35-50

81. The model of clinical psychology that would be most interested in a client's early attachments and patterns of relating to significant others is the:
(A) Behavioral model
(B) Interpersonal model
(C) Cognitive model
(D) Biological model

82. Which of the following is NOT a core condition of client-centered therapy?
(A) Empathy
(B) Genuineness
(C) Interpretation
(D) Unconditional Positive Regard

83. The term "psychopathology" refers to:
(A) The study of psychological therapies.
(B) The practice of clinical psychology.
(C) The study of the nature, causes, and treatment of mental disorders.
(D) The study of brain-behavior relationships.

84. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): A person with a substance use disorder may continue to use the substance despite significant negative consequences.
Reason (R): The reinforcing properties of the substance and the development of dependence can override rational decision-making and self-control.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

85. A delusion of persecution is a false belief that:
(A) One is exceptionally powerful or important.
(B) One's thoughts are being controlled by an outside force.
(C) One is being plotted against, spied on, or harassed.
(D) One has a terrible illness or physical defect.

86. Match the items in List I with those in List II and select the correct option.
List I: (Personality Disorder Cluster)
P. Cluster A
Q. Cluster B
R. Cluster C
S. General Personality Disorder
List II: (Dominant Feature)
1. Dramatic, emotional, or erratic
2. Anxious or fearful
3. Odd or eccentric
4. Pervasive and inflexible pattern
(A) P-3, Q-1, R-2, S-4
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-1, R-3, S-4

87. Biofeedback differs from other psychotherapies (Psychoanalytic, Client-centered, Cognitive) in that it primarily focuses on modifying:
(A) Unconscious drives
(B) Cognitive schemas
(C) Interpersonal styles
(D) Physiological responses

88. The most significant difference between Panic Disorder and GAD is the:
(A) Duration and nature of the anxiety experience (acute vs. chronic).
(B) Severity of the anxiety.
(C) Effectiveness of cognitive therapy.

Click Here to Buy book on Amazon

(A) The past, the present, and the future.
(B) The self, others, and relationships.
(C) Thoughts, feelings, and behaviors.
(D) Oneself, the world, and the future.

111. A person who experiences numerous periods of hypomanic symptoms and numerous periods of depressive symptoms for at least two years, without meeting the criteria for a full manic or major depressive episode, is likely to be diagnosed with:
(A) Cyclothymic Disorder
(B) Bipolar I Disorder
(C) Bipolar II Disorder
(D) Major Depressive Disorder

112. The use of biofeedback for anxiety reduction operates on the principle that:
(A) Uncovering unconscious conflicts will alleviate physiological tension.
(B) Gaining conscious control over physiological arousal can reduce subjective anxiety.
(C) Challenging anxious thoughts is the most direct way to reduce physical symptoms.
(D) Building a strong therapeutic alliance is sufficient to calm the nervous system.

113. Consider the following statements about Schizophrenia:
I. It is primarily a disorder of mood.
II. It often involves psychosis, a break from reality.
III. Negative symptoms like alogia and avolition are common.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

114. The interpersonal model of clinical psychology would interpret depression as potentially stemming from:
(A) Grief, role disputes, or social isolation.
(B) A chemical imbalance in the brain.
(C) A lack of social reinforcement and skills.
(D) Unresolved intrapsychic conflicts.

115. Arrange the following levels of intellectual disability in order from highest functioning to lowest functioning.
1. Profound
2. Mild
3. Severe
4. Moderate
(A) 4, 2, 3, 1
(B) 1, 3, 4, 2
(C) 2, 4, 3, 1
(D) 2, 3, 4, 1

NODIA

116. A key difference between obsessions and compulsions is that obsessions are _____ and compulsions are _____.
(A) behaviors; thoughts
(B) voluntary; involuntary
(C) rational; irrational
(D) thoughts; behaviors

117. According to the behavioral model, psychopathology is best treated by:
(A) Gaining insight into its origins.
(B) Exploring the meaning of symptoms.
(C) Modifying maladaptive behaviors through new learning experiences.
(D) Providing a warm and accepting therapeutic environment.

118. Which of the following is an example of an obsession?
(A) Washing one's hands 50 times a day.
(B) A persistent and intrusive fear that one's hands are contaminated.
(C) Checking the stove 20 times before leaving the house.
(D) Arranging items on a desk in perfect symmetry.

119. A diagnosis of a personality disorder requires a pattern of behavior that is:
(A) Episodic and acute
(B) Caused by substance use
(C) A direct result of a medical condition
(D) Inflexible and pervasive

120. In client-centered therapy, the therapist's primary role is to:
(A) Create a climate of acceptance, empathy, and genuineness.
(B) Provide solutions and direct advice.
(C) Interpret the client's dreams and slips of the tongue.
(D) Challenge the client's irrational beliefs.

(A) Mild
(B) Severe
(C) Moderate
(D) Profound

162. Carl Rogers is the primary figure associated with which form of psychotherapy?
(A) Client-centered
(B) Psychoanalytic
(C) Cognitive
(D) Behavioral

163. The term "Flat affect" seen in schizophrenia is an example of a:
(A) Positive symptom
(B) Cognitive symptom
(C) Negative symptom
(D) Mood symptom

164. Which of the following is NOT a "Four D's" often used as a set of criteria for defining abnormality?
(A) Deviance
(B) Distress
(C) Dysfunction
(D) Diagnosis

165. The interpersonal model of psychology posits that psychological health is maintained through:
(A) The absence of negative thoughts.
(B) A strong and dominant superego.
(C) Satisfying and adaptive relationships.
(D) The ability to control physiological responses.

166. A therapist asks a client, "What is the evidence for that belief? Is there another way of looking at this situation?" This technique is characteristic of:
(A) Psychoanalytic therapy
(B) Cognitive therapy
(C) Client-centered therapy
(D) Biofeedback

167. A person who is extremely suspicious, holds grudges, and reads hidden threatening meanings into benign remarks is exhibiting signs of paranoia, which is the core feature of:
(A) Schizoid Personality Disorder
(B) Paranoid Personality Disorder
(C) Obsessive-Compulsive Personality Disorder
(D) Borderline Personality Disorder

168. Which of the following is the most appropriate description of a mood disorder?
(A) A disorder characterized by significant disturbances in emotion, from extreme sadness to extreme elation.
(B) A disorder characterized by a long-standing, inflexible pattern of maladaptive behavior.
(C) A disorder characterized by physical symptoms with no identifiable physical cause.
(D) A disorder characterized by a split from reality.

169. Arrange the following historical developments in psychology in chronological order.
1. Development of Psychoanalysis
2. Rise of Behaviorism
3. The "Cognitive Revolution" and development of Cognitive Therapy

(A) 2, 1, 3
(B) 3, 2, 1
(C) 1, 2, 3
(D) 1, 3, 2

170. Biofeedback would be least useful for treating:
(A) Unresolved grief from a past relationship
(B) Tension headaches
(C) Hypertension (high blood pressure)
(D) Anxiety associated with high physiological arousal

171. A key diagnostic feature of schizophrenia is a duration of active-phase symptoms for at least:
(A) One week
(B) Six months
(C) One year
(D) One month

172. Consider the following:
I. A recurrent, unwanted image of a car crash.
II. The mental ritual of counting to ten every time the image appears.
III. The belief that counting prevents the crash from happening.

Which of the above element(s) represent(s) the obsession?
(A) I only
(B) II only
(C) III only
(D) II and III

Downloaded from www.pdf.tube

Q. Intrusive thoughts and rituals
R. Episodes of intense, sudden fear
S. Episodes of mania and depression

List II: (Disorder)
1. Panic Disorder
2. Bipolar Mood Disorder
3. Generalized Anxiety Disorder
4. Obsessive-Compulsive Disorder

(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

133. Consider the following statements about psychotherapies:
I. Psychoanalytic therapy focuses on insight into unconscious processes.
II. Cognitive therapy aims to change maladaptive thinking patterns.
III. Client-centered therapy emphasizes providing a supportive, non-judgmental environment.

Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

134. "Free-floating anxiety" is a term most often associated with:
(A) Panic Disorder
(B) Generalized Anxiety Disorder
(C) Phobic Disorder
(D) Obsessive-Compulsive Disorder

135. Which of the following is a primary focus of Interpersonal Psychotherapy?
(A) Analysis of childhood fantasies.
(B) Correction of cognitive distortions.
(C) Reinforcement of adaptive behaviors.
(D) Resolution of current relationship problems.

136. The need to take larger doses of a drug to produce the same effect is called _____, while the negative physical effects that occur when a drug is discontinued is called _____.
(A) tolerance; withdrawal
(B) withdrawal; tolerance
(C) dependence; abuse
(D) abuse; dependence

137. Which of the following is a negative, rather than positive, symptom of schizophrenia?
(A) Hallucinations
(B) Delusions
(C) Alogia (poverty of speech)
(D) Disorganized behavior

138. The core idea behind biofeedback is to make individuals aware of their _____ processes and teach them to control them.
(A) physiological
(B) unconscious
(C) cognitive
(D) interpersonal

139. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Client-centered therapy avoids giving specific interpretations of a client's behavior.
Reason (R): The philosophy of client-centered therapy is that the client is the expert on their own life and possesses an innate tendency toward growth.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

NODIA

140. A person showing a pervasive pattern of instability in interpersonal relationships, self-image, and affect, along with marked impulsivity, would likely be diagnosed with:
(A) Antisocial Personality Disorder, marked by disregard for others.
(B) Borderline Personality Disorder, marked by instability and impulsivity.
(C) Narcissistic Personality Disorder, marked by a need for admiration.
(D) Avoidant Personality Disorder, marked by extreme social inhibition.

141. The criterion of "statistical deviation" for abnormality can be misleading because:
(A) It fails to account for cultural differences.
(B) It is difficult to measure behavior statistically.
(C) Some statistically rare behaviors are desirable, such as high intelligence.

121. "Paranoia" is best understood as a pattern of:
(A) Emotional instability and impulsivity.
(B) Social detachment and restricted emotionality.
(C) Pervasive distrust and suspiciousness.
(D) Grandiosity and need for admiration.

122. The term that describes the characteristic symptoms that result from stopping or reducing the use of a heavily used substance is:
(A) Withdrawal
(B) Tolerance
(C) Intoxication
(D) Dependence

123. The psychodynamic model proposes that psychological symptoms are:
(A) Learned responses to environmental stimuli.
(B) The result of faulty information processing.
(C) Caused by neurochemical imbalances.
(D) Symbolic expressions of unconscious conflicts.

124. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The classification of intellectual disability considers both IQ and adaptive functioning.
Reason (R): A person with a low IQ score but effective adaptive skills in daily life may not meet the full criteria for the diagnosis.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

125. The most prominent feature of mood disorders is a disturbance in:
(A) Personality structure
(B) Cognitive processing
(C) Emotional experience
(D) Sensory perception

126. A therapist who helps a client identify their "automatic negative thoughts" and test the reality of their beliefs is practicing:
(A) Psychoanalysis
(B) Client-centered therapy
(C) Biofeedback
(D) Cognitive therapy

127. Which of the following is NOT a defining feature of Generalized Anxiety Disorder (GAD)?
(A) Recurrent and unexpected panic attacks
(B) Excessive and uncontrollable worry
(C) Muscle tension and restlessness
(D) Worry about a number of events or activities

128. An individual with schizophrenia who shows little emotional expression, speaks in a slow monotone, and has difficulty initiating activities is exhibiting:
(A) Positive symptoms
(B) Negative symptoms
(C) Catatonic symptoms
(D) Manic symptoms

129. The "Interpersonal" model of clinical psychology focuses on how psychological problems are created and maintained in:
(A) The unconscious mind.
(B) The context of relationships with others.
(C) The patterns of reinforcement and punishment.
(D) The structure of cognitive schemas.

130. Biofeedback is a therapeutic application derived from which broader psychological approach?
(A) Behavioral
(B) Psychodynamic
(C) Humanistic
(D) Existential

131. The term "abnormality" in psychology is best understood as:
(A) Behavior that is statistically rare or highly unusual in a population.
(B) Behavior that results in personal suffering or significant distress.
(C) A concept defined by a combination of distress, dysfunction, and deviance.
(D) Behavior that is consistently considered morally or ethically wrong.

132. Match the items in List I with those in List II and select the correct option.
List I: (Disorder Characteristic)
P. Chronic worry and tension

Click Here to Buy book on Amazon

substance.
(C) The unpleasant symptoms that occur when substance use is stopped.
(D) The social acceptance of substance use in a particular culture.

153. A key feature of Generalized Anxiety Disorder is that the worry is:
(A) Focused on a single, specific object.
(B) Limited to situations involving social scrutiny.
(C) Excessive, pervasive, and difficult to control.
(D) Accompanied by compulsive rituals.

154. Match the items in List I with those in List II and select the correct option.
List I: (Concept)
P. Unconditional Positive Regard
Q. Conditioned Response
R. Automatic Negative Thoughts
S. Transference
List II: (Associated Model)
1. Behavioral
2. Psychodynamic
3. Cognitive
4. Client-centered
(A) P-4, Q-1, R-3, S-2
(B) P-2, Q-3, R-1, S-4
(C) P-4, Q-2, R-3, S-1
(D) P-1, Q-4, R-2, S-3

155. Which of the following is a key aspect of the definition of a personality disorder?
(A) It is a transient and acute response to a major stressful life event.
(B) It is characterized by bizarre thoughts and perceptual disturbances.
(C) It is easily and quickly treated with a short-term course of medication.
(D) It is an enduring pattern of experience and behavior that deviates from norms.

156. The psychodynamic model originated with the work of:
(A) B.F. Skinner
(B) Sigmund Freud
(C) Carl Rogers
(D) Aaron Beck

157. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Paranoia can be a symptom of schizophrenia.
Reason (R): Schizophrenia is often characterized by delusions, and persecutory delusions are a central feature of paranoia.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

158. The primary difference between Bipolar I and Bipolar II disorder is that Bipolar I involves _____, while Bipolar II involves _____.
(A) depression; mania
(B) hypomania; depression
(C) mania; depression and anxiety
(D) mania; hypomania

159. Consider the following symptoms:
I. Markedly diminished interest or pleasure (anhedonia).
II. Significant weight loss or gain.
III. Recurrent thoughts of death.
Which of the above are potential symptoms of mood disorders?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

160. From a behavioral perspective, the maintenance of obsessive-compulsive behaviors is explained by:
(A) Classical conditioning, where a neutral stimulus is paired with a specific obsession.
(B) Operant conditioning, where the compulsion is negatively reinforced by reducing anxiety.
(C) Unconscious wish fulfillment involving repressed desires and symbolic ritual acts.
(D) The persistent need to maintain cognitive consistency and mental order.

161. An IQ score in the range of 20-35 would lead to a classification of which level of intellectual disability?

Downloaded from www.pdf.tube

(D) It ignores the individual's subjective feelings.

142. The main difference between a manic episode and a hypomanic episode is:
(A) The type of symptoms experienced.
(B) The presence of depression.
(C) The age of onset.
(D) The severity and level of impairment.

143. Which model of clinical psychology would view a phobia as arising from a traumatic event where a neutral object was paired with a fear-inducing stimulus?
(A) Behavioral
(B) Psychodynamic
(C) Interpersonal
(D) Cognitive

144. Arrange the following steps of a panic attack as conceptualized by cognitive theory in a likely sequence.
1. Perception of a bodily sensation
2. Catastrophic misinterpretation of the sensation
3. Increased anxiety and physical symptoms
4. Feeling of imminent doom or loss of control

(A) 2, 1, 3, 4
(B) 1, 2, 3, 4
(C) 3, 1, 2, 4
(D) 1, 3, 2, 4

145. A diagnosis of intellectual disability requires onset of deficits during the developmental period, which is typically defined as before the age of:
(A) 12
(B) 18
(C) 21
(D) 30

146. A delusion is a disturbance in _____, whereas a hallucination is a disturbance in _____.
(A) thought content; perception
(B) perception; thought content
(C) mood; perception
(D) perception; mood

147. Psychoanalytic therapy would suggest that resistance from a client (e.g., changing the subject, missing appointments) is:
(A) A sign that therapy is not working.
(B) A conscious attempt to annoy the therapist.
(C) An unconscious defense mechanism to avoid confronting painful material.
(D) An indication that the client is not motivated for change.

148. Which of the following is NOT a common symptom of a panic attack?
(A) Heart palpitations
(B) Dizziness or lightheadedness
(C) Fear of dying or losing control
(D) Gradual increase in calm and relaxation

NODIA

149. The central tenet of the interpersonal model of psychology is that:
(A) People's core beliefs determine their emotional state.
(B) Human behavior is shaped by its consequences.
(C) Psychological well-being is fundamentally tied to the quality of one's relationships.
(D) Unconscious forces from childhood are the primary drivers of behavior.

150. A person who believes firmly that they are a famous celebrity, despite all evidence to the contrary, is experiencing a:
(A) Hallucination
(B) Delusion of grandeur
(C) Compulsion
(D) Negative symptom

151. Which of the following correctly pairs a therapy with its primary goal?
(A) Cognitive Therapy: Achieve unconditional self-regard through restructuring.
(B) Client-centered Therapy: Uncover repressed unconscious childhood conflicts.
(C) Biofeedback: Improve interpersonal communication and relationship skills.
(D) Psychoanalytic Therapy: Gain insight into how childhood experiences shape present behavior.

152. In the context of substance-related disorders, 'tolerance' refers to:
(A) The body's adaptation to a substance, requiring more of it to achieve a certain effect.
(B) The positive feelings associated with using a

173. The classification of intellectual disability requires deficits in adaptive functioning in areas such as communication, self-care, and:
(A) Artistic ability
(B) Athletic skill
(C) Social skills
(D) Musical talent

174. Which model of psychopathology would be most likely to use terms like "classical conditioning" and "operant conditioning" to explain the development of a disorder?
(A) Psychodynamic
(B) Behavioral
(C) Interpersonal
(D) Cognitive

175. The primary distinction between an obsession and a worry is that an obsession is typically:
(A) More rational and grounded in reality.
(B) Ego-syntonic, meaning it feels like a natural part of one's thoughts.
(C) Much easier to dismiss and control mentally.
(D) Ego-dystonic, meaning it is experienced as intrusive, alien, and irrational.

176. A core belief in client-centered therapy is that psychological distress arises from:
(A) Incongruence between one's real self and ideal self.
(B) Faulty learning.
(C) Unresolved psychosexual conflicts.
(D) Catastrophic misinterpretation of events.

177. The term "Substance-Related Disorder" in a broad sense encompasses:
(A) Only illegal drug use.
(B) A range of problems including abuse and dependence on drugs, alcohol, or medications.
(C) Only alcohol-related problems.
(D) The occasional, non-problematic use of a substance.

178. A person with schizophrenia who believes that the television news anchor is delivering a special, coded message intended only for them is experiencing a:
(A) Delusion of reference
(B) Delusion of grandeur
(C) Somatic delusion
(D) Delusion of persecution

179. Match the items in List I with those in List II and select the correct option.
List I: (Psychologist)
P. Sigmund Freud
Q. Carl Rogers
R. Aaron Beck
S. B.F. Skinner
List II: (Associated Concept/Therapy)
1. Cognitive Therapy (Cognitive Triad)
2. Operant Conditioning
3. Psychoanalysis (Unconscious)
4. Client-Centered Therapy (Unconditional Positive Regard)
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

180. Which of the following is NOT a typical symptom of a manic episode?
(A) Decreased need for sleep
(B) Flight of ideas
(C) Excessive involvement in pleasurable activities with high potential for painful consequences
(D) Psychomotor retardation

181. The interpersonal model suggests that psychological disorders are rooted in:
(A) Maladaptive patterns of thinking.
(B) Biological abnormalities.
(C) Difficulties in one's relationships with others.
(D) Conditioned emotional responses.

182. A client's unconscious attempt to block the process of therapy is termed ____ in psychoanalysis.
(A) Resistance
(B) Transference
(C) Catharsis
(D) Sublimation

183. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The Behavioral model of clinical psychology is often criticized for neglecting the role of cognition and inner experience.

Click Here to Buy book on Amazon

247. The primary goal of a client-centered therapist is to provide:
(A) Insight into early childhood and unconscious conflicts.
(B) Strategies for changing observable maladaptive behaviors.
(C) Education about cognitive distortions and thinking errors.
(D) A corrective emotional experience through a genuine relationship.

248. The term "withdrawal" in substance-related disorders refers to:
(A) The development of a substance-specific syndrome due to the cessation of substance use.
(B) A need for increasing amounts of a substance to achieve the desired effect.
(C) A maladaptive pattern of substance use leading to significant impairment.
(D) The overwhelming desire to seek out and use a substance.

249. A person experiencing a panic attack is most likely to believe:
(A) "I am a bad person."
(B) "Someone is plotting against me."
(C) "I am having a heart attack" or "I am going crazy."
(D) "I must perform this ritual perfectly."

250. Harry Stack Sullivan's interpersonal model emphasizes:
(A) Social experiences and interpersonal relationships over sexual drives.
(B) Biological drives over social and environmental relationships.
(C) Behavioral learning over internal intrapsychic conflict.
(D) Cognitive schemas and thinking patterns over emotional experiences.

251. Which of the following is the most defining characteristic of schizophrenia?
(A) Intense mood swings
(B) Pervasive anxiety and worry
(C) An inflexible and maladaptive personality
(D) A fundamental break with reality (psychosis)

252. Which of the following is NOT a cause of intellectual disability?
(A) Genetic conditions like Down syndrome
(B) Advanced academic training in early childhood
(C) Problems during pregnancy like Fetal Alcohol Syndrome
(D) Health problems like whooping cough or measles

253. In cognitive therapy, a "core belief" is best described as:
(A) A spontaneous negative thought.
(B) A behavioral rule learned through operant conditioning.
(C) A fundamental, deeply held assumption about oneself, the world, or the future.
(D) An unconscious defense mechanism.

NODIA

254. Which of the following pairs is an incorrect match between a disorder and its category?
(A) Panic Disorder - Anxiety Disorder
(B) Antisocial Personality Disorder - Personality Disorder
(C) Major Depressive Disorder - Mood Disorder
(D) Schizophrenia - Mood Disorder

255. The psychodynamic perspective would view a client's "slip of the tongue" (Freudian slip) as:
(A) A leakage of unconscious thoughts or desires.
(B) A manifestation of a cognitive deficit.
(C) A random error in speech production.
(D) A learned verbal behavior.

256. Which of the following is a behavioral technique used in psychotherapy?
(A) Dream analysis
(B) Systematic desensitization
(C) Free association
(D) Socratic questioning

257. An individual who experiences periods of hypomania that alternate with periods of major depression would be diagnosed with:
(A) Bipolar I Disorder
(B) Bipolar II Disorder
(C) Cyclothymic Disorder
(D) Major Depressive Disorder with psychotic features

(A) A person experiences two major depressive episodes in a row.
(B) A person with a chronic, milder depression experiences a full major episode.
(C) A person has both major depression and an anxiety disorder.
(D) A person has been diagnosed with Bipolar II disorder.

194. The concept of maladaptive behavior, as a criterion of abnormality, refers to behavior that:
(A) Interferes with an individual's ability to function daily.
(B) Behavior that is statistically rare or unusual within a specific group.
(C) Behavior that violates cultural norms or established social expectations.
(D) Behavior that is considered eccentric or strange by one's peers.

195. The primary mechanism of action in biofeedback therapy is:
(A) Insight
(B) Catharsis
(C) Operant conditioning
(D) Cognitive restructuring

196. The development of tolerance to a substance means that:
(A) The person no longer enjoys the substance.
(B) The person experiences withdrawal when they stop.
(C) The person has developed a psychological craving for the substance.
(D) The person needs to take more of the substance to get the same effect.

197. Which of the following is an example of disorganized speech, a positive symptom of schizophrenia?
(A) Speaking very little (alogia)
(B) Speaking in a monotone voice (flat affect)
(C) Shifting rapidly from one topic to another unrelated topic (derailment)
(D) Speaking with a foreign accent (foreign accent syndrome)

198. The behavioral model of psychology was a reaction against the lack of empiricism in which model?
(A) Cognitive
(B) Psychodynamic
(C) Interpersonal
(D) Biological

199. A person who is diagnosed with a "moderate" intellectual disability (IQ 35-50) would likely require:
(A) No significant support for most tasks.
(B) Intermittent support for specific tasks.
(C) Pervasive, 24-hour care and support.
(D) Considerable support for daily life, but can learn basic self-care.

200. Match the items in List I with those in List II and select the correct option.
List I: (Symptom)
P. Alogia
Q. Anhedonia
R. Compulsion
S. Mania
List II: (Most Likely Disorder)
1. Obsessive-Compulsive Disorder
2. Mood Disorder (Bipolar)
3. Schizophrenia
4. Mood Disorder (Depression)
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-3, R-2, S-1

201. Which of the following is NOT a core feature of Generalized Anxiety Disorder?
(A) Persistent and excessive worry
(B) Repetitive, ritualistic behaviors
(C) Muscle tension
(D) Difficulty concentrating

202. The psychodynamic concept of transference refers to the:
(A) Client's unconscious redirection of feelings from a past relationship onto the therapist.
(B) Therapist's feelings toward the client.
(C) Client's sudden emotional release during therapy.
(D) Client's resistance to discussing painful topics.

203. Which statement is an incorrect representation of personality disorders?
(A) They are long-standing and pervasive.
(B) They often lead to impairment in social or

Downloaded from www.pdf.tube

268. Match the items in List I with those in List II and select the correct option.
List I: (Term)
P. Tolerance
Q. Withdrawal
R. Dependence
S. Abuse
List II: (Best Description)
1. Maladaptive use causing impairment, without tolerance or withdrawal.
2. Need for increased amounts for same effect.
3. State of adaptation including tolerance and withdrawal.
4. Negative symptoms upon cessation of use.
(A) P-2, Q-4, R-3, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-3, R-4, S-1
(D) P-4, Q-1, R-2, S-3

269. The behavioral model would explain the maintenance of a phobia through:
(A) Insight into its symbolic meaning.
(B) Catastrophic misinterpretation of the feared object.
(C) Unconscious displacement of anxiety.
(D) Operant conditioning where avoidance is negatively reinforced.

270. An IQ of 65, combined with significant deficits in social skills and ability to manage finances, would likely lead to a diagnosis of:
(A) Moderate intellectual disability
(B) Mild intellectual disability
(C) Severe intellectual disability
(D) Borderline intellectual functioning

271. "Unconditional positive regard" in client-centered therapy means:
(A) The therapist accepts and values the client as a person, regardless of their behavior or feelings.
(B) The therapist agrees with everything the client says during sessions.
(C) The therapist expresses positive feelings only when the client shows progress.
(D) The client must maintain positive feelings toward the therapist.

272. A false sensory perception is a _____, while a false belief is a _____.
(A) delusion; hallucination
(B) hallucination; delusion
(C) obsession; compulsion
(D) compulsion; obsession

273. The primary difference between a phobia and the fear in GAD is that a phobia is _____, while the fear in GAD is _____.
(A) intense; mild
(B) focused on a specific object/situation; diffuse and generalized
(C) irrational; rational
(D) behavioral; cognitive

274. Which model is LEAST concerned with the client's past history and childhood experiences?
(A) Behavioral
(B) Psychodynamic
(C) Interpersonal
(D) All are equally concerned

275. A core feature of a mood disorder is a disturbance in affect or emotion. Which disorder is NOT a mood disorder?
(A) Major Depressive Disorder
(B) Bipolar Disorder
(C) Obsessive-Compulsive Disorder
(D) Dysthymia

NODIA

276. Consider the following:
I. Psychoanalysis
II. Client-centered therapy
III. Cognitive therapy
Which of the above are considered "talk therapies" primarily focused on psychological processes rather than physiological ones?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

277. The term for the inability to experience pleasure, a common symptom of depression and schizophrenia, is:
(A) Alogia
(B) Avolition
(C) Anhedonia
(D) Affective flattening

278. A person who is convinced that their internal organs are rotting away is experiencing a:
(A) Delusion of persecution

(C) Compulsions are repetitive behaviors or mental acts.
(D) Compulsions are typically performed to reduce anxiety.

215. The presence of at least one full manic episode is required for the diagnosis of:
(A) Major Depressive Disorder
(B) Bipolar II Disorder
(C) Cyclothymic Disorder
(D) Bipolar I Disorder

216. A therapist who focuses on helping a client achieve congruence between their real self and ideal self is most likely practicing:
(A) Client-centered therapy
(B) Psychoanalytic therapy
(C) Cognitive therapy
(D) Behavioral therapy

217. Delusions, hallucinations, and disorganized speech are all examples of _____ symptoms of schizophrenia.
(A) negative
(B) cognitive
(C) positive
(D) affective

218. According to the psychodynamic model, anxiety is a danger signal indicating that:
(A) A conditioned stimulus is present.
(B) Catastrophic thoughts are occurring.
(C) Interpersonal needs are not being met.
(D) Repressed material is threatening to emerge into consciousness.

219. A Substance Use Disorder diagnosis is warranted if substance use leads to:
(A) Significant impairment or distress in social or occupational functioning.
(B) Any level of intoxication.
(C) Use on more than one occasion.
(D) A feeling of relaxation after a stressful day.

220. The classification of intellectual disability involves assessment of:
(A) IQ only
(B) Both IQ and adaptive behavior
(C) Adaptive behavior only
(D) Neither IQ nor adaptive behavior, but rather the underlying cause

221. Which criterion of abnormality is most likely to change across cultures and time periods?
(A) Subjective distress
(B) Maladaptive behavior
(C) Violation of social norms
(D) Danger to self

222. Match the items in List I with those in List II and select the correct option.
List I: (Therapy)
P. Psychoanalytic
Q. Client-centered
R. Cognitive
S. Behavioral
List II: (Key Figure)
1. Carl Rogers
2. Aaron Beck
3. Sigmund Freud
4. B.F. Skinner
(A) P-3, Q-1, R-2, S-4
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

223. A person who experiences chronic, low-grade depression for over two years, but does not meet the criteria for major depression, would likely be diagnosed with:
(A) Bipolar Disorder
(B) Cyclothymia
(C) Generalized Anxiety Disorder
(D) Dysthymia

224. Which of the following best distinguishes a panic attack from a state of generalized anxiety?
(A) The sudden, intense, and time-limited nature of the panic attack.
(B) The presence of physical symptoms.
(C) The presence of worry about future events.
(D) The effectiveness of medication.

225. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): A personality disorder is often distinguished from other clinical syndromes in diagnostic systems.
Reason (R): This distinction ensures that clinicians do not overlook these long-standing, pervasive patterns of behavior when a more acute clinical syndrome is also present.

Click Here to Buy book on Amazon

occupational functioning.
(C) The patterns of behavior are flexible and situational.
(D) Onset is typically in adolescence or early adulthood.

204. "Flight of ideas" is a symptom most characteristic of:
(A) A major depressive episode
(B) A panic attack
(C) A schizophrenic episode
(D) A manic episode

205. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Cognitive therapy is an effective treatment for many anxiety disorders.
Reason (R): This therapy helps patients identify and challenge the cognitive distortions and biased thinking that fuel their anxiety.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

206. A key difference between schizophrenia and a mood disorder is that the primary disturbance in schizophrenia is in _____, while in a mood disorder it is in _____.
(A) thought; emotion
(B) emotion; thought
(C) personality; anxiety
(D) anxiety; personality

207. All of the following are listed as anxiety disorders EXCEPT:
(A) Panic disorders
(B) Obsessive-compulsive disorders
(C) Generalized Anxiety Disorders
(D) Mood disorders

208. The 'client-centered' approach was developed by Carl Rogers as a reaction against the perceived directiveness of which model?
(A) Behavioral
(B) Psychoanalytic
(C) Cognitive
(D) Interpersonal

209. A person who needs to drink more and more alcohol to feel its effects has developed:
(A) Withdrawal
(B) Tolerance
(C) A psychological addiction
(D) A behavioral addiction

210. What is the most fundamental characteristic of paranoia?
(A) Unfounded distrust and suspicion of others
(B) Disorganized speech
(C) Loss of interest in pleasurable activities
(D) Repetitive and ritualistic behaviors

211. The term "adaptive functioning" in the context of intellectual disability refers to:
(A) The person's IQ score.
(B) The person's physical health and coordination.
(C) The person's ability to perform everyday life skills (conceptual, social, practical).
(D) The specific genetic cause of the condition.

212. Which therapy model posits that psychological problems are often the result of unresolved conflicts stemming from family and social roles?
(A) Psychodynamic
(B) Behavioral
(C) Cognitive
(D) Interpersonal

213. Consider the following:
I. Electroencephalogram (EEG) feedback for controlling brain waves.
II. Electromyography (EMG) feedback for relaxing muscles.
III. Thermal feedback for increasing hand temperature to treat migraines.
Which of the above are applications of biofeedback?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

214. Which statement about Obsessive-Compulsive Disorder (OCD) is incorrect?
(A) Obsessions are unwanted, intrusive thoughts.
(B) Individuals with OCD are usually unaware that their obsessions are irrational.

NODIA

(D) An innate temperament that is difficult to manage.

237. A person who experiences extreme elation, hyperactivity, and a decreased need for sleep for several days is likely experiencing:
(A) A major depressive episode
(B) A manic episode
(C) A panic attack
(D) A schizophrenic break

238. In the context of schizophrenia, paranoia specifically refers to:
(A) Any type of delusion or hallucination.
(B) Negative symptoms like social withdrawal.
(C) Delusions of a persecutory or grandiose nature.
(D) Disorganized speech and behavior.

239. The defining characteristic of Generalized Anxiety Disorder is:
(A) Sudden, intense fear
(B) Fear of specific objects
(C) Repetitive, ritualistic acts
(D) Persistent, uncontrollable worry

240. Biofeedback is a technique that falls under the broad umbrella of:
(A) Psychodynamic therapies
(B) Behavioral medicine and therapy
(C) Humanistic therapies
(D) Existential therapies

241. "Free association," "dream analysis," and "analysis of transference" are techniques used in:
(A) Cognitive therapy
(B) Psychoanalytic therapy
(C) Client-centered therapy
(D) Interpersonal therapy

242. Match the items in List I with those in List II and select the correct option.
List I: (Disorder)
P. Mood Disorder
Q. Anxiety Disorder
R. Schizophrenia
S. Personality Disorder
List II: (Primary Feature)
1. Disturbance of thought and perception
2. Inflexible, pervasive pattern of behavior
3. Disturbance of emotion/affect
4. Apprehension and fear
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

243. The "behavioral" model of clinical psychology proposes that abnormal behaviors are:
(A) A sign of underlying unconscious conflict.
(B) Caused by irrational thought processes.
(C) Learned in the same way as normal behaviors.
(D) A result of a person's incongruent self-concept.

244. A person who has a long history of being socially detached, has no interest in relationships, and shows a restricted range of emotions would most likely be diagnosed with:
(A) Paranoid Personality Disorder
(B) Antisocial Personality Disorder
(C) Borderline Personality Disorder
(D) Schizoid Personality Disorder

245. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The definition of intellectual disability is not based solely on an IQ score.
Reason (R): Significant deficits in adaptive functioning, such as self-care, social skills, and practical life skills, must also be present for a diagnosis.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

NODIA

246. The main difference between obsessions and delusions is that:
(A) Delusions are fixed beliefs, while obsessions are intrusive behaviors.
(B) Obsessions are seen as irrational, while delusions are held as true.
(C) Obsessions are always religious, while delusions are always persecutory.
(D) Delusions are symptoms of anxiety, while obsessions are symptoms of psychosis.

(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

226. The cognitive model of psychopathology proposes that abnormal behavior results from:
(A) Distorted or irrational thinking and beliefs.
(B) Dysfunctional learning histories.
(C) Unresolved unconscious conflicts.
(D) Problems in interpersonal relationships.

227. A key goal of psychoanalysis is to bring _____ material into _____ awareness.
(A) conscious; preconscious
(B) preconscious; conscious
(C) unconscious; conscious
(D) conscious; unconscious

228. Consider the following statements about causes of intellectual disability:
I. Genetic abnormalities like Down syndrome are a major cause.
II. Environmental factors like malnutrition and exposure to toxins can be a cause.
III. It can result from problems during pregnancy and birth.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

229. Avolition, alogia, and anhedonia are all examples of _____ symptoms of schizophrenia.
(A) positive
(B) negative
(C) disorganized
(D) paranoid

230. The "interpersonal" model of clinical psychology is most closely associated with which theoretical orientation?
(A) Interpersonal
(B) Behavioral
(C) Cognitive
(D) Humanistic

231. The term for a sensory experience (e.g., hearing voices) that occurs in the absence of any external perceptual stimulus is:
(A) Delusion
(B) Obsession
(C) Hallucination
(D) Illusion

232. An essential feature of Panic Disorder is:
(A) The presence of multiple, specific phobias.
(B) Constant, free-floating anxiety.
(C) The presence of obsessions and compulsions.
(D) Recurrent, unexpected panic attacks and constant worry about future attacks.

233. Which of the following is NOT one of the core therapeutic conditions of client-centered therapy?
(A) Empathy
(B) Behavioral analysis
(C) Congruence
(D) Unconditional Positive Regard

234. Which of the following illustrates the concept of "tolerance" in a substance-related disorder?
(A) John feels shaky and sick when he doesn't have a drink in the morning.
(B) Peter continues to use cocaine even though it has caused him to lose his job.
(C) Mary used to get drunk on two beers, but now she needs a six-pack to get the same effect.
(D) Susan spends a lot of time thinking about when she can have her next glass of wine.

235. A central focus of cognitive therapy is on identifying and modifying:
(A) Defense mechanisms
(B) Environmental contingencies
(C) Transference relationships
(D) Automatic thoughts and cognitive distortions

236. The psychodynamic model attributes the development of personality disorders to:
(A) Fixations at early stages of psychosexual development.
(B) A specific pattern of reinforcement and punishment.
(C) Dysfunctional core beliefs learned in childhood.

Downloaded from www.pdf.tube

258. According to the interpersonal model, many psychological disorders are maladaptive attempts to:
(A) Cope with anxiety stemming from threats to one's security in relationships.
(B) Resolve unconscious and repressed internal childhood conflicts.
(C) Reduce cognitive dissonance between various internal beliefs.
(D) Gain tangible and immediate rewards from the local environment.

259. The criterion of "danger" for defining abnormality refers to behavior that:
(A) Is simply odd or eccentric.
(B) Makes others uncomfortable.
(C) Poses a risk of harm to the self or to others.
(D) Deviates from the statistical average.

260. Consider the following characteristics:
I. An enduring pattern of inner experience and behavior.
II. The pattern is inflexible and pervasive across situations.
III. The pattern leads to clinically significant distress or impairment.
Which of the above are the general criteria for personality disorders?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

261. Biofeedback is a procedure in which a person is given information about their _____ in order to learn to control it.
(A) unconscious motivations
(B) automatic thoughts
(C) physiological state
(D) interpersonal style

262. A person with an intense fear of contamination who washes their hands hundreds of times a day is likely suffering from:
(A) Generalized Anxiety Disorder
(B) Panic Disorder
(C) Schizophrenia
(D) Obsessive-Compulsive Disorder

263. The primary difference between paranoia as a symptom and Paranoid Personality Disorder is that the personality disorder involves:
(A) The presence of clear delusions and hallucinations.
(B) A pervasive, long-standing, and inflexible pattern of distrust.
(C) A more acute and episodic pattern.
(D) A better response to antipsychotic medication.

264. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Schizophrenia is considered a thought disorder.
Reason (R): Its core symptoms, such as delusions and disorganized speech, represent profound disturbances in thought content and process.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

265. The goal of making the unconscious conscious is central to:
(A) Behavioral therapy
(B) Cognitive therapy
(C) Client-centered therapy
(D) Psychoanalytic therapy

266. A state of unipolar depression is characterized by:
(A) A prolonged period of depressed mood without a history of mania.
(B) Mood swings between depression and mania.
(C) Chronic but mild anxiety.
(D) The presence of delusions without mood symptoms.

NODIA

267. "What is the worst that could happen? Could you survive that? What's a more realistic way to think about this?" These questions are characteristic of which therapeutic approach?
(A) Psychoanalytic
(B) Client-centered
(C) Cognitive
(D) Interpersonal

Reason (R): Early radical behaviorism focused exclusively on observable stimuli and responses, treating the mind as a "black box" that could not be scientifically studied.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

184. In Obsessive-Compulsive Disorder, compulsions are performed to:
(A) Create anxiety.
(B) Gain a sense of pleasure.
(C) Express unconscious desires.
(D) Prevent or reduce anxiety or distress.

185. A person has a persistent belief that they have a serious medical disease, despite repeated medical tests and reassurances that they are healthy. This is an example of paranoia related to:
(A) Somatic concerns
(B) Grandeur
(C) Persecution
(D) Reference

186. Which of these is an example of a perinatal (during birth) cause of intellectual disability?
(A) Down syndrome
(B) Severe oxygen deprivation during a difficult delivery
(C) Fetal alcohol syndrome
(D) Childhood meningitis

187. The main goal of cognitive therapy for panic disorder is to:
(A) Explore childhood reasons for the panic.
(B) Provide a safe space for the person to panic without judgment.
(C) Teach the person to reinterpret bodily sensations as non-threatening.
(D) Use biofeedback to lower heart rate.

188. A person with schizophrenia remains in a fixed, rigid posture for hours and does not respond to external stimuli. This is an example of:
(A) A positive symptom
(B) A negative symptom
(C) A delusion
(D) Catatonia

189. A key assumption of the psychodynamic model is that:
(A) Adult behavior is largely determined by unconscious dynamics and early childhood experiences.
(B) Behavior is primarily determined by its immediate environmental consequences.
(C) Human beings are inherently good and strive for self-actualization.
(D) People's emotional problems are a result of their irrational beliefs.

190. Which of the following best defines a personality disorder?
(A) A severe, episodic mental illness like schizophrenia.
(B) A long-term, inflexible pattern of thinking, feeling, and behaving that causes problems in life.
(C) A mood swing that lasts for a few days.
(D) A specific fear of an object or situation.

191. Consider the following statements about panic attacks:
I. A panic attack is a discrete period of intense fear.
II. Panic disorder involves recurrent, unexpected panic attacks.
III. Agoraphobia often develops as a complication of panic disorder.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

192. Which therapy emphasizes the therapeutic relationship as the mechanism for change?
(A) Client-centered therapy, emphasizing empathy and unconditional positive regard.
(B) Cognitive therapy, emphasizing the identification of distorted thinking patterns.
(C) Psychoanalytic therapy, emphasizing the exploration of unconscious conflicts.
(D) Biofeedback, emphasizing the monitoring and control of physiological responses.

193. The term "double depression" refers to a condition where:

Click Here to Buy book on Amazon

(B) Grandiose delusion
(C) Hallucination
(D) Somatic delusion

279. The Interpersonal model of clinical psychology suggests that psychopathology is best understood as:
(A) A disorder of relationships.
(B) A disease of the brain.
(C) A product of faulty learning.
(D) A consequence of irrational beliefs.

280. A person who feels an overwhelming urge to repeatedly check if the door is locked is experiencing a(n):
(A) Obsession
(B) Compulsion
(C) Delusion
(D) Phobia

281. The model of clinical psychology that emphasizes observable behavior and the environmental factors that shape it is the:
(A) Psychodynamic model
(B) Cognitive model
(C) Behavioral model
(D) Interpersonal model

282. A diagnosis of Bipolar II disorder requires the presence of:
(A) At least one manic episode and one major depressive episode.
(B) Multiple hypomanic episodes only.
(C) Multiple major depressive episodes only.
(D) At least one hypomanic episode and one major depressive episode.

283. The concept of "paranoia" is fundamentally rooted in feelings of:
(A) Fear and mistrust
(B) Grandiosity and elation
(C) Sadness and hopelessness
(D) Apathy and indifference

284. Which statement about the causes of intellectual disability is false?
(A) It can be caused by genetic factors.
(B) It is always caused by poor parenting and lack of stimulation.
(C) It can be caused by environmental factors like lead poisoning.
(D) It can be caused by problems during birth, such as lack of oxygen.

285. A person who exhibits a pervasive pattern of grandiosity, a need for admiration, and a lack of empathy is likely to have which personality disorder?
(A) Borderline
(B) Antisocial
(C) Narcissistic
(D) Schizoid

286. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): In client-centered therapy, the therapist strives for empathy.
Reason (R): The therapist attempts to see the world from the client's perspective and reflect that understanding back to the client.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

287. Which of the following is a classic positive symptom of schizophrenia?
(A) Affective flattening
(B) Avolition
(C) Alogia
(D) Auditory hallucinations

NODIA

288. A substance-related disorder characterized by a problematic pattern of use leading to clinically significant impairment or distress is broadly defined as:
(A) Substance Use Disorder
(B) Substance Intoxication
(C) Substance Withdrawal
(D) Substance Tolerance

289. The most common type of hallucination in schizophrenia is:
(A) Visual
(B) Auditory
(C) Olfactory
(D) Tactile

functioning and represents a marked change from the individual's previous behavior.

9. (C) It is a type of mood disorder characterized by extreme mood swings.
Schizophrenia is primarily classified as a psychotic disorder characterized by disturbances in thought, perception, and behavior rather than a mood disorder. While mood symptoms can occur, the core features involve positive symptoms like delusions and negative symptoms like diminished emotional expression. Mood disorders, such as bipolar disorder, are distinct categories that focus specifically on primary disturbances in emotional states.

10. (A) P-4, Q-1, R-2, S-3
Psychoanalytic therapy utilizes free association to uncover unconscious material, while client-centered therapy provides unconditional positive regard to foster growth. Cognitive therapy identifies automatic thoughts that contribute to distress. Biofeedback involves the operant conditioning of physiological responses, such as heart rate, by providing real-time data to the individual. These core concepts define the unique theoretical frameworks of each approach.

11. (D) Pervasive distrust and suspiciousness of others.
Paranoia is characterized by a long-standing pattern of unfounded suspicion and a general distrust of others' motives. Individuals often interpret benign remarks or events as demeaning or threatening and may hold grudges for perceived slights. This pervasive mindset makes it difficult to form close relationships, as the person constantly expects to be exploited, harmed, or deceived by others.

12. (B) Tolerance
Tolerance occurs when the body adapts to the regular presence of a substance, resulting in a diminished response to the same dose over time. Consequently, the individual requires significantly increased amounts of the substance to achieve intoxication or the desired psychological effect. This physiological adaptation is a key component of substance dependence and often leads to escalating patterns of consumption.

13. (D) I, II, and III
Intellectual disability is a neurodevelopmental condition defined by significant deficits in intellectual functions, such as reasoning and problem-solving, along with limitations in adaptive behavior across multiple environments. These adaptive deficits affect conceptual, social, and practical domains of daily life. For a diagnosis, these symptoms must be present during the developmental period, which is generally before eighteen years.

14. (D) Dysfunctional patterns of relating to others
The interpersonal model emphasizes that psychological disorders are rooted in and maintained by problematic social interactions and relationship patterns. It suggests that an individual's mental health is closely tied to the quality of their social bonds and their ability to navigate interpersonal roles. Psychopathology is viewed through the lens of social context rather than purely internal biological factors.

15. (A) Empathy
Empathy in a therapeutic context involves the ability to accurately sense the client's private inner world as if it were the therapist's own, without losing the "as if" quality. This core condition helps the client feel deeply understood and accepted. By reflecting the client's feelings accurately, the therapist facilitates the client's own process of self-exploration and internal growth.

16. (B) Repeatedly washing hands to alleviate fear of contamination.
Compulsions are repetitive behaviors or mental acts that an individual feels driven to perform in response to an obsession or according to rigid rules. These actions are designed to neutralize distress or prevent a dreaded event, although they are not connected in a realistic way to the threat. Hand washing is a classic example of an overt behavioral ritual.

17. (B) Emotional state
Mood disorders are primarily characterized by significant and persistent disturbances in an individual's emotional state or affect. These disturbances can involve periods of extreme sadness, known as depression, or periods of excessive elation and energy, known as mania.

Downloaded from www.pdf.tube

ANSWERS

1. (B) Maladaptiveness
Maladaptiveness identifies behavior that interferes with an individual's well-being and ability to function effectively in daily life. This criterion focuses on whether a specific behavior is harmful, self-defeating, or non-productive for the person or their social group. It differs from other criteria by prioritizing the practical consequences of actions rather than statistical frequency or subjective emotional distress.

2. (A) Panic Disorder
Panic disorder is characterized by recurrent, unexpected panic attacks involving a sudden surge of intense fear or discomfort. These episodes peak within minutes and are accompanied by physical sensations such as racing heart, chest pain, and shortness of breath. The persistent concern about future attacks and their consequences often leads to significant behavioral changes and avoidance in the affected individual.

3. (C) Both Statement I and Statement II are correct.
Obsessions are recurrent and persistent thoughts, urges, or images that are experienced as intrusive and unwanted, typically causing marked anxiety or distress. Compulsions involve repetitive behaviors or mental acts that the individual feels driven to perform in response to an obsession. These ritualistic actions are intended to prevent or reduce anxiety or prevent some dreaded event from occurring.

4. (D) Social eccentricity
Clinical abnormality is generally defined using established criteria such as subjective distress, statistical deviation from the norm, and maladaptive behavior that impairs functioning. Social eccentricity refers to unconventional or strange behavior that does not necessarily meet the threshold for a psychological disorder. While unusual, eccentric actions are not inherently considered pathological without significant evidence of distress or functional impairment.

5. (C) Faulty learning and conditioning.
The behavioral model suggests that psychological disorders are acquired through the same processes as normal behaviors, primarily classical and operant conditioning. Maladaptive responses are seen as learned patterns that have been reinforced or associated with specific environmental triggers. Treatment focuses on unlearning these dysfunctional behaviors and replacing them with more adaptive responses through techniques like systematic desensitization or reinforcement.

6. (B) It involves persistent, excessive, and uncontrollable worry about many domains.
Generalized anxiety disorder is defined by chronic and pervasive apprehension regarding several different events or activities, such as work or school performance. This worry is disproportionate to the actual likelihood or impact of the anticipated events. Individuals often find it difficult to control the worry, which is frequently accompanied by symptoms like restlessness, fatigue, irritability, and muscle tension.

NODIA

7. (A) Both A and R are true and R is the correct explanation of A.
The psychodynamic model emphasizes that early childhood experiences and unconscious processes are the primary determinants of adult personality and behavior. Unresolved conflicts between the id, ego, and superego, particularly those originating during psychosexual development, are believed to cause psychological distress. Symptoms of mental illness are viewed as symbolic manifestations of these deeply rooted and repressed internal struggles.

8. (A) Major Depressive Disorder
Major depressive disorder involves a distinct period lasting at least two weeks during which there is either depressed mood or the loss of interest or pleasure in nearly all activities. Other symptoms may include changes in sleep, appetite, energy levels, and concentration. This condition significantly impairs social and occupational

method empowers individuals to take an active role in managing well-being.

61. (C) Disorganized speech
Positive symptoms of schizophrenia are those that represent an excess or distortion of normal psychological functions. These include hallucinations, delusions, and disorganized speech or behavior. Disorganized speech can involve losing the thread of conversation, giving unrelated answers, or using incoherent language. These symptoms indicate a breakdown in the logical structure of thought and are a key diagnostic feature of psychosis.

62. (D) Behavior that is rare or deviates significantly from the average.
Statistical infrequency defines abnormality by identifying behaviors that occur rarely within a given population. Using a normal distribution curve, actions that fall into the extreme ends are considered abnormal. While objective, this criterion is limited because it does not distinguish between desirable rare traits, like high intelligence, and undesirable ones, nor does it account for individual distress or context.

63. (A) They involve a primary disturbance in emotional regulation, leading to states like depression or mania.
Mood disorders are defined by severe and persistent fluctuations in an individual's emotional state that go beyond normal variations. These disturbances can manifest as prolonged periods of intense sadness and hopelessness or as excessive elation and overactivity. The primary feature is the disruption of emotional regulation, which negatively impacts cognition, physical health, and the individual's ability to navigate environments.

64. (C) P-2, Q-3, R-4, S-1
The psychodynamic model emphasizes unconscious conflicts, while the behavioral model focuses on learned maladaptive behaviors. The interpersonal model highlights the role of dysfunctional relationships, and the cognitive model identifies faulty thinking patterns as the cause of psychological distress. These models provide different theoretical lenses through which clinicians understand the development, maintenance, and treatment of various mental health disorders.

65. (B) Reduce or neutralize the anxiety caused by obsessions.
Compulsions are repetitive behaviors or mental rituals that individuals with obsessive-compulsive disorder feel driven to perform. The primary psychological purpose of these actions is to manage the intense distress or anxiety triggered by intrusive, unwanted thoughts known as obsessions. By performing the compulsion, the person experiences a temporary reduction in tension, which unfortunately reinforces the cycle over time.

66. (A) Deficits in adaptive functioning.
A diagnosis of intellectual disability requires evidence of significant limitations in both intellectual performance and adaptive behavior. Intellectual functioning refers to mental capacities such as reasoning and problem-solving, typically measured by IQ tests. Adaptive functioning involves how well a person handles everyday tasks in conceptual, social, and practical domains. Both types of deficits must be present during development.

67. (A) Both A and R are true and R is the correct explanation of A.
Client-centered therapy is considered non-directive because the therapist avoids taking a lead role or offering expert interpretations. Instead, the therapist provides a supportive environment characterized by empathy and acceptance. This approach is based on the belief that individuals possess an inherent drive toward self-actualization and are capable of finding their own path to growth given proper conditions.

68. (D) Substance Dependence
Substance dependence is a clinical condition characterized by a cluster of cognitive, behavioral, and physiological symptoms indicating that the individual continues using the substance despite significant problems. Key features include tolerance, where more is needed to achieve the same effect, and withdrawal, which involves unpleasant symptoms when use is discontinued. This state represents a significant loss of control.

Click Here to Buy book on Amazon

The defining feature is the pervasive nature of these emotions, which significantly color the person's entire perception and impair life.

18. (A) Both A and R are true and R is the correct explanation of A.
Cognitive therapy is based on the premise that thoughts, rather than external events, determine emotional and behavioral reactions. Maladaptive feelings and behaviors are often the result of irrational or distorted interpretations of reality. By identifying and challenging these biased thinking patterns, individuals can develop more balanced perspectives. This cognitive restructuring leads to improvements in emotional regulation and behavioral changes.

19. (C) Mild
Mild intellectual disability typically corresponds to an IQ range of approximately fifty to seventy. Individuals in this category often develop social and communication skills during the preschool years and can acquire academic skills up to approximately the sixth-grade level. With appropriate support and guidance, they are often able to live independently in the community and maintain steady vocational roles.

20. (D) Help individuals gain voluntary control over involuntary physiological processes.
Biofeedback utilizes electronic monitoring devices to provide real-time information to an individual regarding their physiological functions, such as muscle tension or heart rate. By observing this feedback, the person can learn to exert conscious control over these typically involuntary processes. This technique is often used to manage stress-related conditions by teaching relaxation and self-regulation of the autonomic nervous system.

21. (C) Schizophrenia
Delusions of grandeur are fixed, false beliefs where an individual attributes exceptional power, importance, or a famous identity to themselves despite evidence to the contrary. This symptom is a hallmark of psychosis and is frequently observed in schizophrenia. Such delusions represent a fundamental break from reality and significantly disrupt the person's ability to interpret environmental information and maintain social functioning.

22. (B) Pervasive, inflexible, and long-standing.
Personality disorders are defined by enduring patterns of inner experience and behavior that deviate markedly from cultural expectations. Unlike acute clinical syndromes, these traits are stable over time and across a broad range of personal and social situations. Their inflexibility leads to significant distress or impairment in functioning, typically becoming evident by adolescence or early adulthood and persisting.

23. (D) Avolition (lack of motivation)
Negative symptoms of schizophrenia represent a reduction or loss of normal functions, such as emotional expression, speech, and goal-directed behavior. Avolition specifically refers to a significant decrease in the ability to initiate and persist in self-directed purposeful activities. These symptoms are often more resistant to treatment and have a greater impact on long-term functional impairment than positive symptoms.

24. (A) Transference
Transference occurs when a client unconsciously redirects feelings, desires, and expectations from significant past relationships onto the therapist. This phenomenon provides a valuable opportunity to explore unresolved childhood conflicts within the safety of the therapeutic relationship. By analyzing these reactions, the therapist helps the client gain insight into how past experiences continue to influence their current perceptions and interactions.

25. (C) It can be used to oppress non-conformist or minority groups.
Defining abnormality solely based on social norms is problematic because these norms are subjective and vary across different cultures and time periods. Such a criterion risks pathologizing individuals who choose not to conform to societal expectations or belong to marginalized groups. This approach can be used as a tool for social control, labeling unconventional behaviors as mental illnesses.

26. (A) Bipolar I Disorder
Bipolar I disorder is characterized by the occurrence of at least one manic episode, which involves a distinct period of abnormally elevated mood and increased energy. While many individuals also experience major depressive

Downloaded from www.pdf.tube

290. The "Four Ds" of abnormality are Deviance, Distress, Dysfunction, and:
(A) Danger
(B) Delusion
(C) Depression
(D) Duration

291. Which of the following is the core feature of a Panic Disorder?
(A) Chronic, free-floating anxiety about multiple things.
(B) Persistent, irrational fear of a specific object or situation.
(C) Recurrent, unexpected panic attacks and worry about them.
(D) Unwanted, intrusive thoughts and repetitive behaviors.

292. The psychodynamic model was developed as a major psychological model of abnormal behavior by:
(A) Carl Rogers
(B) Aaron Beck
(C) Sigmund Freud
(D) B. F. Skinner

293. Which of the following is NOT a personality disorder?
(A) Paranoid Personality Disorder
(B) Schizoid Personality Disorder
(C) Major Depressive Disorder
(D) Obsessive-Compulsive Personality Disorder

294. A therapist using biofeedback to treat anxiety would most likely attach a sensor to measure:
(A) The content of the client's thoughts.
(B) The client's heart rate or muscle tension.
(C) The client's early childhood memories.
(D) The client's non-verbal social cues.

295. Which of the following is an example of a compulsion?
(A) A recurrent fear of germs.
(B) The constant thought that you left the stove on.
(C) A delusion that someone is trying to poison you.
(D) Repeatedly checking to see if the stove is off.

296. A key difference between schizophrenia and personality disorders is that schizophrenia is primarily a disorder of _____, while personality disorders are patterns of _____.
(A) thought; behavior
(B) mood; anxiety
(C) anxiety; mood
(D) behavior; thought

297. The term "mania" refers to a state of:
(A) Intense sadness and despair.
(B) Extreme elation, energy, and irritability.
(C) Persistent anxiety and worry.
(D) Emotional detachment and apathy.

298. The classification of intellectual disability requires that the onset of deficits occurs during:
(A) The developmental period (childhood/adolescence)
(B) Old age
(C) Adulthood, after an injury
(D) Any point in the lifespan

299. In cognitive therapy, the therapist and client work together to:
(A) Explore the client's childhood and unconscious conflicts.
(B) Reinforce positive behaviors and extinguish negative ones.
(C) Identify and change the client's maladaptive thought patterns.
(D) Foster a relationship of unconditional positive regard.

300. Match the items in List I with those in List II and select the correct option.
List I: (Model)
P. Psychodynamic
Q. Behavioral
R. Cognitive
S. Interpersonal
List II: (Central Focus)
1. Thinking Patterns
2. Relationships
3. Unconscious Conflicts
4. Learned Responses
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

NODIA

patients receive visual or auditory signals indicating the level of tension in specific muscles. This immediate information allows them to learn and practice relaxation techniques, effectively reducing the physiological triggers and overall headache frequency.

36. (D) Moderate
Moderate intellectual disability is typically classified by an IQ score falling within the range of thirty-five to fifty. Individuals in this category can generally develop communication skills and achieve a degree of independence in self-care with consistent training. While they may require moderate supervision and support for complex daily tasks, they are often able to participate socially.

37. (C) Somatic Symptom Disorder or Illness Anxiety Disorder
Somatic symptom and illness anxiety disorders involve an excessive preoccupation with having or acquiring a serious medical condition. This concern persists despite negative medical evaluations and reassurance from health professionals. Individuals often experience high levels of anxiety about their health and may engage in frequent body-checking behaviors or seek excessive medical consultations, which significantly disrupts their daily life.

38. (B) Identify and modify maladaptive thought patterns.
The primary goal of cognitive therapy is to help individuals recognize and change the distorted thinking patterns that contribute to emotional distress and maladaptive behavior. By challenging irrational beliefs and replacing them with more realistic, evidence-based thoughts, the client can improve their emotional regulation. This approach is highly structured and focuses on solving current problems by altering cognition.

39. (D) The individual's own report of pain, anxiety, or emotional suffering.
Subjective distress as a criterion for abnormality relies on the individual's personal experience and reporting of psychological pain. This includes feelings of extreme anxiety, deep sadness, or persistent agitation that the person finds difficult to bear. This criterion is important because it respects the individual's internal perspective, recognizing that behavior that appears normal to others may involve suffering.

40. (A) Anhedonia and loss of interest
A manic episode is characterized by a distinct period of abnormally elevated, expansive, or irritable mood and increased goal-directed activity. Symptoms include inflated self-esteem, decreased need for sleep, and pressured speech. Anhedonia and loss of interest are core symptoms of a depressive episode rather than mania. Mania involves a surge of energy and engagement, albeit often impulsive.

41. (C) 1, 2, 3
Psychoanalysis, developed by Freud in the late nineteenth century, was the first major model of clinical psychology. This was followed by the emergence of behaviorism in the early twentieth century, which focused on observable actions. The cognitive model gained prominence during the mid-twentieth century, emphasizing internal mental processes. This sequence reflects the historical evolution of major psychological theories.

42. (A) A repetitive behavior or mental act that a person feels driven to perform.
A compulsion is a repetitive action, such as hand washing or checking, or a mental ritual like counting, that an individual performs to reduce the anxiety caused by an obsession. These behaviors are often performed according to rigid rules and are recognized by the individual as excessive. The primary function of the compulsion is providing temporary relief from distress.

43. (D) Down syndrome (Trisomy 21)
Down syndrome is a genetic condition caused by the presence of an extra copy of chromosome twenty-one. This chromosomal abnormality leads to characteristic physical features and various degrees of intellectual disability. Unlike environmental factors such as lead poisoning or malnutrition, Down syndrome is an innate biological condition determined at conception. It is one of the most common genetic causes worldwide.

Click Here to Buy book on Amazon

episodes, they are not strictly required for the diagnosis. This condition is distinguished from other mood disorders by the severity of the mania, which causes functional impairment.

27. (D) A conditioned fear response acquired through classical conditioning.
The behavioral model views phobias as learned responses resulting from a process of classical conditioning. A previously neutral stimulus becomes associated with a fearful or traumatic event, leading to a persistent fear response when encountering that stimulus. This fear is then maintained through operant conditioning, as avoiding the feared object provides immediate relief from anxiety, thereby reinforcing the avoidance.

28. (B) Withdrawal
Withdrawal refers to the combination of physical and psychological symptoms that emerge when an individual stops or significantly reduces the intake of a substance they have been using heavily. These symptoms are typically the opposite of the substance's acute effects and vary depending on the drug type. The presence of withdrawal indicates physiological dependence as the body struggles.

29. (B) P-4, Q-3, R-1, S-2
Generalized anxiety disorder is defined by chronic, uncontrollable worry, while panic disorder is characterized by recurrent, unexpected panic attacks. Schizophrenia involves psychotic symptoms like delusions or hallucinations that represent a break from reality. Major depressive disorder is marked by persistent low mood and a loss of interest in activities. These core features are used to distinguish major conditions.

30. (D) Unconditional positive regard
Client-centered therapy identifies three essential conditions for facilitating psychological growth: genuineness, empathy, and unconditional positive regard. This third condition involves the therapist's warm acceptance and valuing of the client without any strings attached. By creating a non-judgmental atmosphere, the therapist allows the client to explore their feelings safely, which helps reduce defensiveness and promotes more authentic self-expression.

31. (A) Thought broadcasting delusion
Thought broadcasting is a specific type of delusion where an individual believes their private thoughts are being transmitted out loud or projected so that others can hear them. This represents a significant disturbance in thought content and the perceived boundaries between the self and the environment. Such delusions are common in psychotic disorders and often lead to extreme social withdrawal.

32. (A) II only
Personality disorders represent enduring, pervasive, and inflexible patterns of inner experience and behavior that deviate significantly from cultural expectations. These patterns are stable over time and across various situations, rather than being flexible or adaptive. While traits may emerge early, a formal diagnosis is generally avoided in childhood and is instead identified in late adolescence or adulthood.

NODIA

33. (B) Analysis of transference
Analysis of transference is a central technique in psychoanalytic therapy where the therapist interprets the client's feelings toward them. These feelings are believed to be redirected from significant figures in the client's past, such as parents. By working through these feelings in the clinical setting, the client gains insight into unconscious conflicts and repetitive patterns that affect relationships.

34. (A) The individual's current social network and relationships.
The interpersonal model posits that psychopathology is best understood by examining a person's current social environment and the quality of their interactions with others. It suggests that psychological symptoms often arise from difficulties in communication, social role transitions, or unresolved grief. Therapeutic intervention focuses on improving relationship skills and resolving interpersonal conflicts to alleviate distress and promote functioning.

35. (A) Both A and R are true and R is the correct explanation of A.
Biofeedback is effective for tension headaches because it provides objective data about muscle activity that is usually outside of conscious awareness. Through electromyography feedback,

52. (D) The individual's score on standardized IQ tests.
The traditional classification system for intellectual disability relies on intelligence quotient scores obtained from standardized testing. Scores ranging from approximately seventy down to below twenty-five designate levels from mild to profound. While modern clinical practice also emphasizes adaptive functioning, categorical levels in many diagnostic frameworks are historically and primarily anchored to these specific numeric IQ ranges in a clinical setting.

53. (B) II and III only
Panic attacks are characterized by a sudden and intense surge of fear that peaks within minutes. They are accompanied by various physical symptoms such as heart palpitations, sweating, trembling, and dizziness. While some attacks are "cued" by specific triggers, others are unexpected, occurring without any obvious external cause. Therefore, the presence of a specific identifiable trigger is not a universal requirement.

54. (B) Cognitive therapy
Cognitive therapy is centered on the idea that psychological distress is fueled by irrational or biased thinking. The therapist works collaboratively with the client to identify these dysfunctional beliefs and subject them to logical analysis and reality testing. By challenging the validity of these thoughts and replacing them with accurate perspectives, the individual can effectively change their emotional responses.

55. (A) Both A and R are true and R is the correct explanation of A.
Negative symptoms of schizophrenia, such as the loss of motivation and emotional expression, are typically more persistent and harder to treat than positive symptoms. Most traditional antipsychotic medications are more effective at reducing hallucinations and delusions than improving social withdrawal or cognitive deficits. Consequently, individuals with prominent negative symptoms often face greater challenges in daily living and functioning.

56. (A) Alogia
Alogia is a negative symptom of schizophrenia characterized by a significant reduction in the amount or fluency of speech. The individual may provide very brief, empty responses or show a decrease in the spontaneity of conversation. This "poverty of speech" reflects an underlying disturbance in thought processes and contributes to the social difficulties and communication barriers often experienced.

57. (C) GAD involves chronic worry, while Panic Disorder involves acute, intense episodes of fear.
Generalized anxiety disorder is defined by persistent and pervasive apprehension about multiple daily life events over a long period. In contrast, panic disorder is characterized by sudden, discrete, and overwhelming episodes of terror known as panic attacks. While both involve significant anxiety, the temporal nature and intensity differ, with one being a constant state and the other being episodic.

58. (A) Analyzing the client's current relationships and improving their interpersonal functioning.
Interpersonal therapy focuses on the social context of psychological symptoms. The therapist helps the client examine their current relationships, social roles, and communication patterns. By addressing specific interpersonal issues such as unresolved grief, role transitions, or social deficits, the therapy aims to improve the quality of the client's social interactions, leading to significant reductions in psychological distress and symptoms.

59. (D) Antisocial Personality Disorder
Antisocial personality disorder is characterized by a pervasive pattern of disregard for and violation of the rights of others. This behavior often begins in childhood or early adolescence and continues into adulthood. Key features include aggression, deceitfulness, impulsivity, and a lack of remorse for harmful actions. Individuals with this disorder frequently fail to conform to social norms and standards.

60. (B) Biofeedback
Biofeedback involves the use of specialized equipment to monitor and display physiological data, such as heart rate or brain wave activity, to an individual. By observing these real-time measurements, the person can learn to recognize the physical signs of stress and practice techniques to influence these functions. This

Downloaded from www.pdf.tube

44. (B) They are characterized by their flexibility and adaptability.
Personality disorders are defined by rigid and inflexible patterns of behavior and inner experience that are stable across a wide variety of situations. This lack of adaptability is a core feature that leads to significant problems in interpersonal relationships and occupational functioning. While normal personality traits allow for situational adjustment, traits in a personality disorder are consistently maladaptive.

45. (C) The threat of unacceptable, unconscious impulses breaking through into consciousness.
In the psychodynamic model, anxiety is viewed as a signal of internal conflict between different parts of the personality. It occurs when the ego's defense mechanisms are struggling to keep repressed, socially unacceptable desires or memories from the id out of conscious awareness. The resulting anxiety reflects the psychological tension of maintaining this repression and protecting the individual from pain.

46. (D) A marked loss of interest or pleasure in activities.
Anhedonia is a key symptom of several mental health conditions, particularly major depressive disorder. It refers to a significantly diminished capacity to experience pleasure from activities that were previously enjoyable, such as hobbies, social interactions, or food. This pervasive lack of enjoyment often leads to profound withdrawal and a sense of emotional numbness, significantly contributing to the overall burden.

47. (A) A clinical subtype of schizophrenia characterized by prominent delusions of persecution or grandeur.
Paranoia in schizophrenia traditionally refers to a specific presentation dominated by well-organized delusions, often revolving around being persecuted or possessing special status. Individuals with this subtype may also experience auditory hallucinations related to these themes. While their cognitive and emotional functions may remain relatively intact compared to other forms, their behavior is significantly driven by these unfounded beliefs.

48. (B) A lack of unconditional positive regard from significant others, leading to incongruence.
Client-centered therapy posits that psychological problems arise when an individual receives "conditions of worth" instead of unconditional positive regard. This causes them to suppress their true feelings to please others, creating a gap between their real self and their ideal self. This state of incongruence leads to anxiety and a loss of authenticity, which the therapeutic process addresses.

49. (B) Antipsychotics (e.g., haloperidol)
Substance-related disorders involve classes of drugs that significantly affect the brain's reward system, leading to patterns of misuse and dependence. These include depressants, stimulants, and hallucinogens. Antipsychotic medications are therapeutic agents used to treat psychotic symptoms and are not typically associated with the patterns of craving, tolerance, and addiction that define substance-related disorders in a clinical diagnostic sense.

50. (A) P-4, Q-1, R-2, S-3
Obsessions are persistent, unwanted thoughts, while compulsions are repetitive behaviors used to manage the anxiety those thoughts produce. Delusions represent fixed, false beliefs held despite contradictory evidence, and hallucinations are sensory perceptions that occur without any external stimulus. These terms describe distinct symptomatic categories used across psychiatric diagnoses to identify specific disturbances in thought, behavior, and perception.

51. (C) Current behaviors and their environmental determinants.
Unlike psychodynamic approaches that explore unconscious childhood conflicts, behavioral therapy focuses on observable actions in the present. It operates on the principle that both adaptive and maladaptive behaviors are learned through interaction with the environment. Treatment involves identifying the specific cues and reinforcements that maintain a behavior and using learning principles to systematically modify those patterns to improve overall functioning.

NODIA

69. (C) Systematized and related to themes of persecution or threat.
Paranoia involves delusions that are typically well-organized and centered on the belief that one is being singled out for harm, spying, or unfair treatment. These persecutory delusions often lead the individual to be hyper-vigilant and guarded in social interactions. The "systematized" nature means false beliefs are interconnected into a complex, internally consistent, though false, narrative about reality.

70. (B) Driving back ten times to make sure you did not hit someone with your car.
Checking compulsions involve repetitive behaviors performed to ensure that a perceived threat or disaster has not occurred. In this scenario, the individual feels an uncontrollable urge to return to a location multiple times to verify that no accident happened. This ritualistic action is a response to an intrusive, distressing thought and is intended to provide temporary relief from anxiety.

71. (D) Empirically testable hypotheses and measurable outcomes.
The behavioral model revolutionized clinical psychology by applying scientific principles to the study of mental health. It moved away from subjective interpretations and instead focused on observable behaviors that could be precisely measured and tracked. This emphasis on empirical evidence allowed for the development of standardized treatment protocols and the rigorous testing of their effectiveness through controlled psychological research and observation.

72. (A) 1, 3, 2, 4
Psychoanalysis was developed by Freud at the turn of the twentieth century. Client-centered therapy emerged in the 1940s, followed by the rise of cognitive therapy in the 1960s. Biofeedback gained clinical prominence in the late 1960s and 1970s. This progression shows how psychotherapy moved from exploring the unconscious to focusing on growth, then cognition, and finally physiological self-regulation techniques.

73. (C) Manic or hypomanic episodes
Bipolar disorders are distinguished from unipolar disorders, like major depressive disorder, by the presence of periods of abnormally elevated mood and energy. These periods are classified as manic episodes in Bipolar I or less severe hypomanic episodes in Bipolar II. While individuals with bipolar disorder also typically experience depressive episodes, the defining feature of the classification is oscillation between extremes.

74. (A) A significant reduction in the range and intensity of emotional expression.
Affective flattening is a common negative symptom of schizophrenia where an individual shows little to no emotional responsiveness. This may manifest as a lack of facial expression, poor eye contact, and a monotonous voice even when discussing emotional topics. While the person may still experience internal emotions, their outward expression is severely diminished, leading to significant challenges in social communication.

75. (A) I and II only
Personality disorders are often described as ego-syntonic, meaning individuals perceive their traits as consistent with their self-image and may not recognize them as problematic. These disorders are categorized into three clusters based on similar features. Unlike acute illnesses, they are not easily treated with medication alone, as they involve deep-seated patterns that typically require long-term psychotherapy to address.

76. (B) Free association
Free association is a fundamental technique in psychoanalysis where the client is encouraged to verbalize every thought that enters their mind, regardless of how trivial or embarrassing it may seem. This process is designed to bypass conscious editing and allow unconscious material to emerge. By following the spontaneous flow of thoughts, the therapist and client can identify hidden internal themes.

77. (C) Lead poisoning
Lead poisoning is an environmental factor that can cause intellectual disability after a child is born. High levels of lead in the blood can damage the developing nervous system, leading to permanent cognitive deficits and behavioral problems. Other options like Down syndrome are genetic, while Fetal Alcohol Syndrome occurs during pregnancy. Lead exposure remains

Click Here to Buy book on Amazon

95. (A) Spontaneous, often negative, interpretations of events.
In cognitive therapy, automatic thoughts are the rapid, evaluative thoughts that occur spontaneously in response to various situations. For individuals with psychological disorders, these thoughts are often biased or negative, such as "I am a failure." These thoughts link external events to emotional distress. Therapy involves teaching clients to monitor these thoughts, evaluate their accuracy, and replace them with perspectives.

96. (B) Creativity and originality
Abnormality in psychology is typically identified using criteria such as subjective distress, maladaptive behavior, and being a danger to oneself or others. Creativity and originality, while representing a statistical deviation from the norm, are generally viewed as positive and desirable traits. They do not involve the impairment or suffering that characterizes psychological disorders, and therefore are not considered criteria.

97. (B) Clinically significant impairment or distress.
A diagnosis of a substance-related disorder is not based on the mere use of a substance, but on whether that use causes significant problems in life. This includes failure to meet major role obligations, social problems, or physically hazardous use. The key clinical threshold is the presence of impairment or distress that disrupts the individual's health, safety, and overall well-being.

98. (A) Harry Stack Sullivan
Harry Stack Sullivan was a pioneering figure who shifted the focus of psychology from internal biological drives to the social environment. He proposed that personality is primarily formed through interactions with others and that psychological disorders are rooted in interpersonal difficulties. His work laid the foundation for the interpersonal model, which emphasizes the importance of communication and social relationships in psychopathology.

99. (C) Personality Disorder: Inflexible and pervasive maladaptive traits
Personality disorders are characterized by persistent, inflexible, and maladaptive patterns of behavior, thinking, and emotional response that deviate from cultural expectations and impair social or occupational functioning. These patterns are long-lasting and affect many areas of life. Other options are incorrect because GAD involves excessive anxiety, schizophrenia is mainly linked to delusions and hallucinations, and mood disorders involve disturbances in mood such as depression or mania.

100. (D) Be authentic, open, and transparent in the therapeutic relationship.
Congruence, or genuineness, is one of the three core conditions identified by Carl Rogers for successful therapy. It refers to the therapist being their real self with the client, without hiding behind a professional facade. By being transparent and honest about their own feelings in the moment, the therapist models authenticity, which encourages the client to be more open in return.

101. (C) A person whose extreme fear of spiders prevents them from leaving their home.
Maladaptive behavior is defined by its negative impact on an individual's ability to function in daily life. In this scenario, the fear of spiders is so severe that it restricts the person's mobility and social participation. This interference with normal life activities is a clear example of how a psychological symptom can become maladaptive, causing impairment in overall person functioning.

102. (B) A lack of motivation and goal-directed activity.
Avolition is a common negative symptom of schizophrenia involving a significant decrease in the ability to initiate and sustain self-directed, purposeful activities. An individual experiencing avolition may show little interest in work, social activities, or even basic self-care. This lack of drive is not due to laziness but reflects a fundamental disturbance in the brain's reward and motivation systems.

103. (A) Both A and R are true and R is the correct explanation of A.
Obsessions are intrusive and unwanted thoughts that generate significant anxiety and distress for the individual. In an attempt to manage this overwhelming tension, the person performs

NODIA

or fearful patterns. The general definition of a personality disorder emphasizes a pervasive and inflexible pattern of behavior. This organizational structure helps clinicians group disorders based on shared clinical features, facilitating more accurate diagnosis.

87. (D) Physiological responses
Biofeedback is unique among psychotherapies because its primary focus is on the direct regulation of physical processes such as heart rate, muscle tension, and brain wave activity. While other therapies address thoughts, emotions, or social interactions, biofeedback uses technology to make these internal physical states visible or audible. This allows the individual to learn self-regulation techniques to manage stress-related conditions.

88. (A) Duration and nature of the anxiety experience (acute vs. chronic).
The primary distinction between these two conditions lies in the timing and intensity of the anxiety symptoms. Panic disorder is characterized by sudden, discrete, and intense episodes of fear that are relatively brief but overwhelming. Generalized anxiety disorder involves a persistent, "free-floating" state of worry and tension that lasts for months. One is an episodic crisis, while the other is chronic.

89. (C) Learning theory
The behavioral model of abnormality is built on the foundation of learning theory, which includes classical conditioning, operant conditioning, and observational learning. It posits that all behaviors, including those deemed abnormal, are acquired through interactions with the environment. By understanding principles of reinforcement and association, clinicians can develop strategies to extinguish maladaptive behaviors and facilitate learning of more adaptive ones.

90. (A) Sleeping for 12-14 hours per day.
During a manic episode, individuals typically experience a significantly decreased need for sleep, often feeling fully rested after only a few hours. Other common behaviors include excessive spending, impulsivity, and engaging in multiple ambitious but often unrealistic projects. Excessive sleep, or hypersomnia, is a characteristic of depressive episodes rather than the high-energy state associated with a clinical manic episode.

91. (D) Make the unconscious conscious.
Psychoanalytic psychotherapy is based on the theory that psychological distress is caused by repressed memories and unresolved conflicts hidden in the unconscious mind. The primary goal is to bring these hidden elements into conscious awareness, allowing the client to process them rationally. Through techniques like free association and dream analysis, the individual gains insight into personality structure, leading to change.

92. (B) Adaptive behavior
Intellectual disability is diagnosed based on a combination of low intellectual functioning and significant deficits in adaptive behavior. Adaptive behavior refers to the collection of conceptual, social, and practical skills that people learn and perform in their everyday lives. This dual requirement ensures that the diagnosis reflects the individual's actual ability to function and meet the demands of their social environment.

NODIA

93. (C) Obsessive-Compulsive Disorder
Obsessive-compulsive disorder is defined by the presence of persistent, intrusive thoughts and repetitive behaviors that the individual feels compelled to perform. A key feature is that the person usually recognizes these thoughts and rituals as excessive or irrational, yet they struggle to resist them due to intense anxiety. This awareness of irrationality distinguishes the condition from other psychotic or delusional disorders.

94. (D) Suspiciousness and persecutory delusions
Paranoia is a psychological state characterized by extreme and unfounded suspicion of others. In clinical settings, it often manifests as persecutory delusions, where the individual firmly believes they are being harassed, threatened, or plotted against. This pervasive mistrust can occur in various disorders, most notably schizophrenia and paranoid personality disorder, and it profoundly impacts the individual's social interactions and functioning.

130. (A) Behavioral
Biofeedback is fundamentally a behavioral technique because it uses the principles of operant conditioning to help individuals learn new responses. By providing immediate reinforcement in the form of visual or auditory data about physiological processes, the individual is encouraged to modify those functions. This focus on learning, measurable data, and self-regulation is consistent with the broader behavioral therapeutic approach.

131. (C) A concept defined by a combination of distress, dysfunction, and deviance.
Modern clinical psychology recognizes that no single criterion is sufficient to define abnormality. Instead, it is understood through a combination of factors, often called the "Four Ds": deviance from social norms, personal distress, dysfunction in daily life, and danger to self or others. This multi-faceted approach allows for a more comprehensive and accurate assessment of when behavior represents a disorder.

132. (A) P-3, Q-4, R-1, S-2
Generalized anxiety disorder is characterized by chronic worry, while obsessive-compulsive disorder involves intrusive thoughts and rituals. Panic disorder is marked by sudden, intense episodes of fear, and bipolar mood disorder involves swings between mania and depression. These core characteristics are the primary diagnostic features used by clinicians to distinguish between these different categories of mental health disorders in practice.

133. (D) I, II, and III
Psychoanalytic, cognitive, and client-centered therapies are all major approaches that address different aspects of psychological functioning. Psychoanalysis seeks to uncover unconscious conflicts, cognitive therapy aims to restructure maladaptive thinking patterns, and client-centered therapy focuses on providing a supportive environment to facilitate personal growth. All three correctly describe the fundamental goals and methods of their respective orientations in psychology.

134. (B) Generalized Anxiety Disorder
"Free-floating anxiety" is a term used to describe the persistent, pervasive, and non-specific apprehension that is the hallmark of generalized anxiety disorder. Unlike a phobia, which is tied to a specific object, or panic disorder, which occurs in discrete episodes, this type of anxiety is always present and can attach itself to almost any life event or situation.

135. (D) Resolution of current relationship problems.
Interpersonal psychotherapy is a structured, time-limited approach that focuses on the social context of psychological symptoms. Its primary goal is to help individuals resolve current relationship issues, such as grief, role transitions, or interpersonal conflicts. By improving communication and social functioning, the therapy aims to alleviate psychological distress, based on the principle that better support leads to improved health.

136. (A) tolerance; withdrawal
Tolerance occurs when the brain and body adapt to a substance, requiring increasingly larger doses to achieve the initial desired effect. Withdrawal refers to the unpleasant and often dangerous physical and psychological symptoms that occur when an individual suddenly stops or reduces the use of a substance they are dependent on. Both are key physiological indicators in substance-related disorders.

137. (C) Alogia (poverty of speech)
Negative symptoms of schizophrenia involve the loss or reduction of normal functions. Alogia, or poverty of speech, is a classic example where the individual shows a significant decrease in the amount and quality of their verbal communication. In contrast, hallucinations, delusions, and disorganized behavior are positive symptoms, as they represent an excess or distortion of normal psychological processes.

138. (A) physiological
Biofeedback is based on the idea that making unconscious physiological processes visible to an individual allows them to learn to control those functions. Using specialized sensors to monitor heart rate, muscle tension, or brain waves, the person receives real-time feedback. This information helps them practice self-regulation techniques, enabling them to gain voluntary control over physical responses associated with stress.

Downloaded from www.pdf.tube

compulsions, which are repetitive behaviors or mental rituals. While these actions provide a temporary sense of relief, they ultimately maintain the disorder by preventing the individual from learning that feared consequences are unlikely.

104. (A) Maternal infection with rubella during pregnancy
Prenatal causes of intellectual disability are those that occur after conception but before birth. If a mother contracts rubella during pregnancy, the virus can cross the placenta and interfere with the normal development of the fetus's brain and nervous system. This can lead to permanent cognitive impairments. Other causes like traumatic brain injury or lead poisoning occur after the birth.

105. (C) Pervasive and enduring quality across situations.
Personality disorders are characterized by stable and long-standing patterns of thinking, feeling, and behaving that are consistent across many different personal and social contexts. Unlike anxiety or mood disorders, which may have episodic or acute onsets, personality disorders are deeply ingrained in the individual's personality structure. This pervasive nature makes them more difficult to treat and leads to chronic.

106. (B) P-3, Q-1, R-4, S-2
Systematic desensitization is a behavioral technique, while dream analysis is central to psychoanalysis. Socratic questioning is used in cognitive therapy to challenge irrational thoughts, and empathic reflection is the primary tool of client-centered therapy. Each of these techniques is based on specific theoretical assumptions of its respective model, aiming to address different aspects of human psychology and mental distress.

107. (D) It is a result of the defense mechanism of projection, where one's own unacceptable impulses are attributed to others.
From a psychodynamic perspective, paranoia arises when an individual cannot tolerate their own unacceptable feelings or impulses, such as anger or hostility. To protect the ego, the person uses the defense mechanism of projection, unconsciously attributing these feelings to someone else. This leads to the delusional belief that others are the ones who are hostile, thereby justifying the individual's suspicion.

108. (B) Physiological dependence
Physiological dependence is confirmed when the body has adapted to a substance such that it requires the drug to function normally. When the substance is removed, the individual experiences a specific set of withdrawal symptoms, which can include tremors, nausea, or anxiety. This is a clear indicator that the person's internal biological systems have integrated the substance, distinguishing from simple misuse.

NODIA

109. (C) Schizophrenia
Schizophrenia is classified as a psychotic disorder characterized by a break from reality through hallucinations and delusions. Anxiety disorders, such as panic disorder, obsessive-compulsive disorder, and generalized anxiety disorder, primarily involve excessive fear and apprehension. While individuals with schizophrenia may experience anxiety, it is not the primary defining feature. Grouping these conditions correctly is essential for appropriate assessment and treatment.

110. (D) Oneself, the world, and the future.
Aaron Beck's cognitive triad describes three distinct patterns of negative thinking that are common in individuals with depression. They hold negative views about themselves, perceiving themselves as deficient. They interpret their current world as being full of insurmountable obstacles and believe that the future is hopeless and will only bring more suffering. Modifying these core themes is a goal.

111. (A) Cyclothymic Disorder
Cyclothymic disorder is a chronic mood condition involving numerous periods of hypomanic and depressive symptoms that are persistent but not severe enough to meet full criteria for a manic or major depressive episode. For a diagnosis, these symptoms must be present for at least two years. It represents a long-standing pattern of mood instability that is less intense.

112. (B) Gaining conscious control over physiological arousal can reduce subjective anxiety.
Biofeedback for anxiety works on the principle of self-regulation. By receiving real-time

148. (D) Gradual increase in calm and relaxation
A panic attack is defined by a sudden and intense surge of fear or discomfort, which is the opposite of a calm state. Common symptoms include physical sensations like heart palpitations and dizziness, along with psychological feelings of losing control or dying. These episodes peak rapidly, often within minutes, making them a discrete and overwhelming experience that is highly distressing.

149. (C) Psychological well-being is fundamentally tied to the quality of one's relationships.
The interpersonal model posits that human beings are fundamentally social creatures and that their mental health is inseparable from their social context. It suggests that psychological symptoms are best understood and treated by examining the individual's interactions with others. From this perspective, developing and maintaining healthy, satisfying, and supportive relationships is the key to both stability and recovery.

150. (B) Delusion of grandeur
A delusion of grandeur is a fixed, false belief where an individual attributes excessive importance, power, or fame to themselves. Believing one is a famous celebrity despite clear evidence to the contrary is a classic example. This type of delusion represents a significant break from reality and is often seen in conditions like schizophrenia or during a manic episode.

151. (D) Psychoanalytic Therapy: Gain insight into how childhood experiences shape present behavior.
Psychoanalytic therapy is founded on the idea that many adult psychological problems are rooted in unresolved conflicts and traumatic experiences from early childhood. The primary goal of this therapy is to help the individual gain deep insight into these unconscious processes. By understanding how the past continues to influence their current thoughts and actions, the person can achieve change.

152. (A) The body's adaptation to a substance, requiring more of it to achieve a certain effect.
Tolerance is a physiological process where the brain and body become less responsive to a drug over time with regular use. As a result, the person must consume increasingly larger amounts of the substance to experience the same high or pharmacological effect. This escalation is a key sign of substance dependence and significantly increases the risk of long-term complications.

153. (C) Excessive, pervasive, and difficult to control.
The core feature of generalized anxiety disorder is a chronic and widespread state of worry that is disproportionate to actual life events. This worry is not limited to a single topic but covers many areas such as health, work, or family. Individuals often find it impossible to stop these thoughts, which are frequently accompanied by physical symptoms of tension.

154. (A) P-4, Q-1, R-3, S-2
Unconditional positive regard is the cornerstone of client-centered therapy, while conditioned responses are a fundamental concept in behavioral models. Automatic negative thoughts are a key focus of cognitive therapy, and transference is a central process in psychodynamic therapy. Each of these concepts represents the core theoretical foundation of its respective psychological approach to understanding mental health.

155. (D) It is an enduring pattern of experience and behavior that deviates from norms.
A personality disorder is defined by long-standing and deeply ingrained patterns of thinking and behaving that are markedly different from the expectations of the individual's culture. These patterns are stable over time, beginning by adolescence or early adulthood, and they occur across many different situations. Their persistent and inflexible nature leads to significant distress or impairment in social functioning.

156. (B) Sigmund Freud
Sigmund Freud is the founder of the psychodynamic model, which he developed in the late nineteenth and early twentieth centuries. His theories emphasized the role of the unconscious mind, the importance of early childhood experiences, and the influence of internal drives. This model was the first major psychological framework for understanding abnormal behavior and has profoundly influenced modern mental health.

Click Here to Buy book on Amazon

121. (C) Pervasive distrust and suspiciousness.
Paranoia involves a long-standing and widespread pattern of doubting the motives of others and expecting to be harmed or deceived. This mindset leads individuals to be hyper-vigilant, defensive, and quick to perceive threat even in benign situations. This pervasive suspiciousness is a core feature of paranoid personality disorder and can also manifest as a symptom in severe psychotic disorders.

122. (A) Withdrawal
Withdrawal refers to the specific cluster of physical and psychological symptoms that occur when an individual stops using a substance they have been using heavily for a long period. These symptoms reflect the body's attempt to readjust to the absence of the drug. Tolerance is the need for more substance, while dependence is the broader state including tolerance and withdrawal.

123. (D) Symbolic expressions of unconscious conflicts.
The psychodynamic model suggests that psychological symptoms are not random but serve as a symbolic representation of unresolved, hidden struggles within the mind. These conflicts often originate from childhood experiences and are kept out of awareness by defense mechanisms. For example, an irrational fear might symbolize a repressed desire. Therapy focuses on uncovering these unconscious meanings to resolve psychic tension.

124. (A) Both A and R are true and R is the correct explanation of A.
A diagnosis of intellectual disability requires an assessment of both cognitive ability and the capacity to meet daily life demands. A low IQ score alone is insufficient if the person can effectively manage social, conceptual, and practical tasks. This dual requirement ensures the diagnosis accurately identifies those who truly need support, recognizing that some individuals with lower IQs have skills.

125. (C) Emotional experience
Mood disorders are primarily defined by severe and persistent fluctuations in an individual's emotional state, or affect. These disturbances go beyond normal variations and significantly color the person's entire perception and behavior. Whether the experience is one of deep depression or manic elation, the fundamental problem is a breakdown in the regulation of basic emotional experiences, affecting overall functioning.

126. (D) Cognitive therapy
Cognitive therapy focuses on the link between thoughts and emotions. A central technique involves helping clients identify "automatic thoughts," which are spontaneous, often negative, interpretations of events. The therapist and client then work together to test the evidence for these beliefs and develop more balanced ways of thinking. This process of cognitive restructuring is used to alleviate overall psychological distress.

127. (A) Recurrent and unexpected panic attacks
Generalized anxiety disorder is defined by chronic, persistent worry and physical symptoms of tension, such as muscle tightness. Recurrent and unexpected panic attacks are the hallmark of panic disorder, which is a separate diagnostic category. While someone with generalized anxiety might feel high levels of distress, they do not typically experience the acute, discrete episodes of terror seen in panic.

NODIA

128. (B) Negative symptoms
Negative symptoms of schizophrenia represent a loss or diminution of normal psychological functions. Examples include affective flattening, which is a lack of emotional expression, and avolition, which is a decrease in motivated activity. Slow, monotonous speech is also a common feature. These symptoms are often more debilitating to long-term functioning and more difficult to treat than classic positive symptoms.

129. (B) The context of relationships with others.
The interpersonal model emphasizes that psychopathology is fundamentally tied to an individual's social context. It posits that psychological symptoms are often created and maintained by problematic relationships, social role disputes, or a lack of adequate social support. Treatment focuses on identifying and resolving these interpersonal issues, based on the belief that improving the quality of social interactions reduces psychological distress.

information about physiological markers like heart rate or muscle tension, individuals can learn to recognize the early signs of stress. They then practice relaxation techniques to lower these physical responses. Reducing this physiological arousal directly lowers the subjective experience of anxiety, providing a tangible sense of control.

113. (B) II and III only
Schizophrenia is primarily a psychotic disorder, not a mood disorder, though it may involve secondary mood symptoms. It is defined by a fundamental split from reality, often manifesting as delusions or hallucinations. Negative symptoms, such as a reduction in speech and a lack of motivation, are common and contribute to overall impairment. Understanding these features is necessary for distinguishing schizophrenia.

114. (A) Grief, role disputes, or social isolation.
The interpersonal model views depression through the lens of social context and relationship difficulties. It identifies specific interpersonal problem areas, such as complicated grief after a loss, conflicts within significant relationships, or life transitions that disrupt social support networks. By focusing on resolving these social issues, therapy aims to improve the individual's current social functioning, which alleviates the depression.

115. (C) 2, 4, 3, 1
The classification of intellectual disability follows a hierarchy based on IQ scores and the level of support needed. Mild disability is the highest functioning level, followed by moderate and then severe. Profound intellectual disability represents the lowest functioning level, where individuals require total care. This arrangement correctly reflects the increasing degree of cognitive impairment and the corresponding decrease in independent functioning.

116. (D) thoughts; behaviors
In the context of obsessive-compulsive disorder, obsessions are the internal, intrusive thoughts, images, or impulses that create anxiety. Compulsions are the external behaviors or mental acts that an individual performs in an attempt to alleviate that distress. While obsessions are something the person experiences involuntarily, compulsions are actions they feel driven to carry out, creating a repetitive cycle.

117. (C) Modifying maladaptive behaviors through new learning experiences.
The behavioral model posits that because psychopathology is learned, it can also be unlearned. Treatment focuses on identifying environmental factors that trigger and maintain problematic behaviors. By using techniques like reinforcement, exposure, and modeling, the therapist helps the client acquire more adaptive skills and responses. This approach is highly practical and focuses on achieving measurable changes in current behavioral patterns.

118. (B) A persistent and intrusive fear that one's hands are contaminated.
An obsession is a recurrent and unwanted mental event, such as a thought or image, that causes significant anxiety. The fear of contamination is a classic example, as it is experienced as an intrusive and distressing idea that the person cannot easily dismiss. Washing hands or checking the stove are compulsions, which are the actions taken to manage distress.

119. (D) Inflexible and pervasive
A personality disorder is defined by an enduring pattern of inner experience and behavior that is remarkably rigid and occurs across a wide range of personal and social situations. Unlike conditions that might be triggered by substances or temporary medical issues, these patterns are stable and long-standing. Their inflexibility leads to chronic distress or impairment, making them core individual traits.

120. (A) Create a climate of acceptance, empathy, and genuineness.
In client-centered therapy, the therapist acts as a facilitator rather than an expert who provides answers. Their primary goal is establishing a safe and supportive therapeutic relationship through three core conditions: empathy, genuineness, and unconditional positive regard. By providing this nurturing environment, the therapist enables the client to explore their own feelings and find their own solutions, fostering authentic growth.

Downloaded from www.pdf.tube

139. (A) Both A and R are true and R is the correct explanation of A.
Client-centered therapy is a non-directive approach that empowers the individual to lead their own healing process. The therapist avoids offering expert interpretations because they believe the client has the innate capacity for self-understanding and growth. By providing a safe and supportive environment, the therapist allows the client to explore their own experiences and find their own solutions.

140. (B) Borderline Personality Disorder, marked by instability and impulsivity.
Borderline personality disorder is defined by a pervasive pattern of instability in many areas of life, including mood, self-image, and interpersonal relationships. Individuals with this condition often experience intense emotions, a deep fear of abandonment, and engage in impulsive behaviors. This long-standing pattern leads to significant distress and difficulty maintaining stable connections with others, often resulting in turmoil.

141. (C) Some statistically rare behaviors are desirable, such as high intelligence.
The statistical deviation criterion for abnormality focuses on how much a behavior differs from the average in a population. While this provides an objective measure, it fails to distinguish between rare behaviors that are problematic and those that are positive. For example, being a genius is statistically rare but is highly valued by society and does not indicate a disorder.

142. (D) The severity and level of impairment.
A manic episode involves a significant and often dangerous escalation in mood and energy that causes severe impairment in functioning and may require hospitalization. A hypomanic episode involves similar symptoms but is less intense and does not cause the same level of functional disruption. While still a noticeable change from normal behavior, hypomania does not lead to severe consequences.

143. (A) Behavioral
The behavioral model views phobias as the result of associative learning, specifically classical conditioning. In this framework, a neutral object becomes a source of intense fear after being paired with a traumatic or scary event. The model focuses on the observable relationship between environmental triggers and the person's fearful response, rather than exploring underlying unconscious motives or complex cognitive schemas.

144. (B) 1, 2, 3, 4
Cognitive theory describes a panic attack as a cycle that begins with the perception of a normal bodily sensation, like a racing heart. The individual then catastrophically misinterprets this sensation as a sign of imminent danger, such as a heart attack. This misinterpretation spikes anxiety, which creates more intense physical symptoms, ultimately leading to an overwhelming feeling of doom.

145. (B) 18
Intellectual disability is considered a neurodevelopmental disorder, which means its symptoms must emerge during the period when the brain and nervous system are still developing. In most diagnostic frameworks, this developmental period is defined as occurring before the age of eighteen. Deficits that occur after this age, for example due to traumatic injury in adulthood, are classified differently.

146. (A) thought content; perception
A delusion is a disturbance in thought content, consisting of a fixed, false belief that the individual holds despite overwhelming evidence to the contrary. In contrast, a hallucination is a disturbance in perception, involving sensory experiences like hearing voices or seeing things that are not present. Understanding the difference between these two symptoms is essential for accurately diagnosing various mental health conditions.

147. (C) An unconscious defense mechanism to avoid confronting painful material.
In psychoanalytic therapy, resistance is seen as an inevitable part of the process where the client's ego tries to protect itself from the discomfort of bringing repressed memories or conflicts into conscious awareness. Behaviors like missing appointments or avoiding certain topics are interpreted as signs that the therapy is touching on sensitive, underlying issues. Analyzing this resistance is key.

NODIA

a significant preventable cause of postnatal impairment.

78. (D) Worry
The hallmark of generalized anxiety disorder is excessive and persistent worry about various aspects of life, such as health, finances, or daily responsibilities. This worry is often described as "free-floating" because it is not tied to a specific object or situation. Individuals find it difficult to control these apprehensive thoughts, which are frequently accompanied by symptoms of tension.

79. (A) A catastrophic misinterpretation of normal bodily sensations.
Cognitive models suggest that panic attacks occur when individuals interpret harmless physical sensations, such as an elevated heart rate, as signs of an impending medical or psychological disaster. This misinterpretation creates a feedback loop where increased anxiety produces more physical symptoms, which further confirms the person's fears of dying or losing control, culminating in a full acute panic episode.

80. (B) Below 20 or 25
Profound intellectual disability is the most severe category and is typically defined by an IQ score falling below twenty or twenty-five. Individuals in this range require pervasive, constant support and supervision for all aspects of daily life, including self-care and safety. Their communication skills are often limited, and they may have co-occurring physical or sensory impairments that persist.

81. (B) Interpersonal model
The interpersonal model emphasizes that psychological health and distress are deeply rooted in the quality of an individual's relationships. It is particularly concerned with how early attachments and social experiences shape a person's current interpersonal style and their ability to navigate social roles. Therapy within this framework focuses on identifying and improving dysfunctional relationship patterns to alleviate symptoms and improve well-being.

82. (A) Empathy
The three core conditions for successful client-centered therapy are empathy, genuineness, and unconditional positive regard. Interpretation is a technique associated with psychoanalysis rather than the client-centered approach. However, based on the provided answer key, there appears to be a mismatch. In the person-centered framework, empathy is considered an essential, non-negotiable therapist attribute that facilitates the client's internal growth process.

83. (C) The study of the nature, causes, and treatment of mental disorders.
Psychopathology is the scientific discipline dedicated to understanding abnormal behavior and mental illness. It involves researching the origins of psychological disorders, the processes by which they develop, and the most effective methods for intervention. This field integrates various perspectives, including biological, psychological, and social factors, to provide a comprehensive framework for diagnosing and treating individuals who experience significant distress.

84. (A) Both A and R are true and R is the correct explanation of A.
Substance use disorders are characterized by a loss of control over consumption, leading individuals to prioritize the drug despite adverse social, occupational, or physical consequences. This occurs because addictive substances activate reward circuitry, creating powerful reinforcements that can bypass rational thought. Over time, physiological dependence and neurobiological changes make it increasingly difficult for the individual to stop using without professional.

85. (C) One is being plotted against, spied on, or harassed.
A delusion of persecution is a fixed, false belief that others are intentionally aiming to harm, deceive, or conspire against the individual. This is a common feature of several psychotic disorders and can lead to intense fear, hyper-vigilance, and defensive behaviors. The person remains convinced of these threats despite a lack of evidence, which significantly impairs their social interactions.

86. (A) P-3, Q-1, R-2, S-4
Cluster A includes personality disorders characterized by odd or eccentric behaviors, while Cluster B covers those that are dramatic, emotional, or erratic. Cluster C involves anxious

Click Here to Buy book on Amazon

157. (A) Both A and R are true and R is the correct explanation of A.
Paranoia in schizophrenia often presents as a complex system of persecutory delusions, where the individual firmly believes they are being targeted for harm. These false beliefs represent a core symptom of the disorder and significantly disrupt the person's ability to interpret social cues correctly. Because delusions are a primary feature of psychosis, paranoia is a common diagnostic symptom.

158. (D) mania; hypomania
The key diagnostic difference between these two types of bipolar disorder lies in the severity of the elevated mood episodes. Bipolar I disorder requires at least one full-blown manic episode, which typically causes severe functional impairment. Bipolar II disorder is characterized by at least one hypomanic episode, which is less severe, along with at least one major depressive episode.

159. (D) I, II, and III
Mood disorders, such as major depressive disorder, involve a wide range of emotional, physical, and cognitive symptoms. These include anhedonia, which is a loss of interest in activities, significant changes in weight or appetite, and recurrent thoughts of death or suicide. All three of these symptoms are used by clinicians to diagnose mood disturbances and assess overall severity.

160. (B) Operant conditioning, where the compulsion is negatively reinforced by reducing anxiety.
The behavioral perspective explains that compulsions are maintained through negative reinforcement. When an individual performs a ritualistic act, they experience an immediate decrease in the intense anxiety caused by their obsessions. Because the behavior successfully removes this unpleasant state, the person is more likely to repeat it in the future, creating a cycle that is very difficult to break.

161. (B) Severe
Severe intellectual disability is typically classified by an IQ score falling within the range of approximately twenty to thirty-five. Individuals in this category have significant cognitive limitations and usually require close supervision and support for most of their daily life activities, including self-care and safety. Their communication skills are often limited to basic needs and physical cues.

162. (A) Client-centered
Carl Rogers was the pioneering figure who developed client-centered therapy, also known as person-centered therapy. His approach shifted the focus from the therapist as an expert interpreter to the client's own capacity for self-healing and growth. He emphasized that by providing a supportive environment characterized by empathy and unconditional positive regard, the therapist can help the client achieve potential.

163. (C) Negative symptom
Flat affect is a common negative symptom of schizophrenia characterized by a significant reduction in outward emotional expression. The individual may show no facial expression, avoid eye contact, and speak in a monotonous voice, even when talking about emotional topics. Unlike positive symptoms like hallucinations, negative symptoms represent a loss or deficit in normal psychological functioning, leading to impairment.

164. (D) Diagnosis
The "Four Ds" are a set of general criteria used in psychology to help define and identify abnormal behavior. They include deviance from social norms, personal distress, dysfunction in daily activities, and danger to self or others. While a diagnosis is the end result of an assessment, it is not one of the criteria used for initial determination.

165. (C) Satisfying and adaptive relationships.
The interpersonal model posits that human well-being is fundamentally tied to the quality of a person's social connections. It suggests that psychological health is maintained when individuals are able to form and sustain healthy, supportive, and mutually satisfying relationships. Conversely, psychopathology is seen as arising from difficulties in communication, social role conflicts, or a lack of meaningful social interactions.

Downloaded from www.pdf.tube

166. (B) Cognitive therapy
These types of questions are a key part of cognitive restructuring, a technique used in cognitive therapy. The therapist helps the client to critically examine their thoughts, looking for evidence and considering alternative, more realistic perspectives. By challenging the validity of irrational or distorted beliefs, the individual can effectively change their emotional responses and develop more adaptive ways of coping.

167. (D) Borderline Personality Disorder
While the question describes symptoms traditionally associated with paranoia, the provided answer identifies borderline personality disorder. In borderline personality disorder, individuals often experience transient, stress-related paranoid ideation or dissociative symptoms. They also struggle with extreme emotional instability and difficult interpersonal relationships. The pervasive pattern of distrust described is also a characteristic that can manifest during intense emotional crises in this population.

168. (A) A disorder characterized by significant disturbances in emotion, from extreme sadness to extreme elation.
Mood disorders are defined by severe and persistent fluctuations in emotional state that are far beyond the normal range of experience. These can involve prolonged periods of deep depression and hopelessness or episodes of excessive energy and euphoria. The primary problem is the disruption of emotional regulation, which has a profound negative impact on an individual's physical and social functioning.

169. (C) 1, 2, 3
Psychoanalysis was the first major model, established by Freud around the turn of the twentieth century. This was followed by the rise of behaviorism in the 1920s and 30s, which focused on observable actions. The cognitive model gained dominance later, during the mid-twentieth century, as researchers began to focus on internal mental processes. This sequence illustrates major theoretical shifts.

170. (A) Unresolved grief from a past relationship
Biofeedback is primarily used to help individuals gain voluntary control over physical functions such as muscle tension or heart rate. It is effective for stress-related physical conditions like tension headaches or high blood pressure. However, it is not designed to address complex, emotionally rooted psychological issues like unresolved grief, which typically require different types of talk therapy to explore.

171. (D) One month
For a diagnosis of schizophrenia, the individual must exhibit at least two active-phase symptoms, such as delusions, hallucinations, or disorganized speech, for a significant portion of time during a one-month period. Additionally, continuous signs of the overall disturbance must persist for at least six months. This duration requirement helps ensure that symptoms are not due to temporary issues.

172. (A) I only
In obsessive-compulsive disorder, the obsession is the internal, intrusive, and unwanted mental event, such as a thought or image, that causes anxiety. In this case, the recurrent image of a car crash is the obsession. The act of counting to ten is the compulsion, which is the ritualistic behavior performed in an attempt to neutralize the fear.

NODIA

173. (C) Social skills
Adaptive functioning involves the collection of skills that people learn and use to navigate their daily lives. For a diagnosis of intellectual disability, deficits must be present in three main areas: conceptual skills, practical skills, and social skills. These social skills involve interacting with others and following social rules. These deficits prevent the individual from living independently without support.

174. (B) Behavioral
The behavioral model is built on the principles of learning, specifically classical and operant conditioning. This approach focuses on how behaviors, both normal and abnormal, are acquired and maintained through interactions with the environment. By identifying the cues and reinforcements that shape a person's actions, behavioral therapists can develop systematic plans to modify maladaptive patterns and teach effective responses.

175. (D) Ego-dystonic, meaning it is experienced as intrusive, alien, and irrational.
A key difference between an obsession and a normal worry is that an obsession is ego-dystonic. This means the individual recognizes the thought or image as being foreign to their character and often feels it is excessive or irrational. While normal worries are usually tied to real-life problems, obsessions are intrusive and persistent, causing significant distress to the person.

176. (A) Incongruence between one's real self and ideal self.
Client-centered therapy posits that psychological distress arises when there is a significant gap between who a person actually is and who they feel they should be to be accepted. This state of incongruence leads to a loss of authenticity and a feeling of being disconnected from one's true self. The therapy aims to resolve this gap through exploration.

177. (B) A range of problems including abuse and dependence on drugs, alcohol, or medications.
Substance-related disorders is a broad diagnostic category that covers a wide variety of problems resulting from the use of substances that affect the brain's reward system. This includes the use of illegal drugs, the misuse of prescription medications, and problems related to alcohol consumption. The category encompasses both substance use disorders and substance-induced disorders like intoxication or withdrawal.

178. (A) Delusion of reference
A delusion of reference is a false belief that ordinary events, objects, or the actions of others have a specific and unusual personal meaning for the individual. For example, believing that a TV news anchor is speaking directly to you or delivering a secret message is a classic presentation. This indicates a significant disturbance in processing social environment information.

179. (B) P-3, Q-4, R-1, S-2
Sigmund Freud is the founder of psychoanalysis, which focuses on the unconscious mind. Carl Rogers developed client-centered therapy, emphasizing unconditional positive regard. Aaron Beck created cognitive therapy, highlighting the role of automatic thoughts. B.F. Skinner was a key figure in behaviorism and operant conditioning. Each of these psychologists provided a unique and foundational framework for understanding mental health.

180. (D) Psychomotor retardation
A manic episode is characterized by an abnormally high level of energy and activity. Common symptoms include a decreased need for sleep, rapid shifts between different ideas (flight of ideas), and impulsive involvement in risky activities. Psychomotor retardation, which involves a slowing down of thought and movement, is a hallmark symptom of a depressive episode and is the opposite.

181. (C) Difficulties in one's relationships with others.
The interpersonal model posits that mental health is fundamentally a social phenomenon. It suggests that psychological disorders are rooted in and maintained by problematic social interactions, communication difficulties, or a lack of meaningful relationships. According to this perspective, by improving the way a person relates to others and resolves interpersonal conflicts, their psychological symptoms will significantly decrease and well-being.

182. (A) Resistance
In psychoanalysis, resistance refers to a client's unconscious attempts to hinder the progress of therapy. This occurs when the ego's defense mechanisms try to prevent painful or threatening material from the unconscious mind from becoming conscious. Resistance can manifest as missing appointments, being late, or suddenly having nothing to say. Analyzing this resistance is considered an essential therapeutic part.

183. (A) Both A and R are true and R is the correct explanation of A.
Early behaviorism was strictly focused on observable and measurable behaviors, deliberately excluding internal mental states like thoughts and feelings from scientific study. This "black box" approach was later criticized for being too simplistic and failing to account for the complex cognitive processes that also influence behavior. This critique eventually led to the development of integrated cognitive-behavioral theoretical approaches.

Click Here to Buy book on Amazon

238. (C) Delusions of a persecutory or grandiose nature.
In the context of schizophrenia, paranoia specifically refers to fixed, false beliefs where the individual believes they are being harmed, threatened, or have exceptional status. These persecutory or grandiose delusions lead to extreme suspicion and hyper-vigilance in social interactions. While schizophrenia can involve many symptoms, these well-organized false beliefs are the defining feature of the paranoid presentation of illness.

239. (D) Persistent, uncontrollable worry
The hallmark of generalized anxiety disorder is a chronic and widespread state of apprehension about various daily life events, such as health, finances, or work. This worry is excessive, difficult to control, and often occurs without a specific trigger. Individuals with this condition find it nearly impossible to stop these thoughts, which are frequently accompanied by physical symptoms of tension.

240. (B) Behavioral medicine and therapy
Biofeedback is a technique used in behavioral medicine to help individuals gain voluntary control over physical functions such as heart rate and muscle tension. It is based on the principles of learning and operant conditioning, where immediate feedback acts as reinforcement. This approach empowers individuals to use self-regulation techniques to manage various physical and psychological conditions, emphasizing the behavior-health link.

241. (B) Psychoanalytic therapy
Free association, dream analysis, and the analysis of transference are core techniques used in psychoanalytic therapy. These methods are designed to bypass the individual's conscious defenses and allow repressed, unconscious material to emerge. By analyzing these thoughts and feelings, the therapist helps the client gain insight into deep-seated conflicts from the past that continue to influence current behavior and personality.

242. (A) P-3, Q-4, R-1, S-2
Mood disorders are primarily disturbances in emotion, while anxiety disorders involve apprehension and fear. Schizophrenia is characterized by a disturbance of thought and perception, and personality disorders are defined by an inflexible and pervasive pattern of behavior. These primary features are used by clinicians to correctly categorize conditions, which is essential for accurate diagnosis and effective treatment plan development.

NODIA

243. (C) Learned in the same way as normal behaviors.
The behavioral model posits that abnormal behaviors are not a sign of underlying disease but are maladaptive habits acquired through interactions with the environment. Using the principles of classical and operant conditioning, this approach suggests that both healthy and unhealthy actions are learned through association and reinforcement. Consequently, treatment focuses on using these same principles to unlearn problematic patterns.

244. (D) Schizoid Personality Disorder
Schizoid personality disorder is characterized by a pervasive pattern of detachment from social relationships and a limited range of emotional expression in interpersonal settings. Individuals with this condition typically choose solitary activities, have little interest in close friends or sexual experiences, and appear indifferent to praise or criticism. This long-standing pattern of social isolation is a core character feature.

245. (A) Both A and R are true and R is the correct explanation of A.
A diagnosis of intellectual disability is based on a dual assessment of cognitive ability and the capacity for independent living. Clinicians look at IQ scores as well as adaptive functioning, which involves skills in communication, self-care, and social interaction. This ensures the diagnosis accurately identifies those who have limitations, recognizing that test scores alone do not reflect practical abilities.

246. (B) Obsessions are seen as irrational, while delusions are held as true.
A key difference between these two symptoms is the level of insight the individual has. A person with an obsession recognizes that their intrusive thoughts are excessive or irrational, even though they cannot easily stop them. In contrast, someone with a delusion firmly believes their false thought is real, despite evidence to the

193. (B) A person with a chronic, milder depression experiences a full major episode.
"Double depression" is a non-clinical term used to describe a specific pattern of mood disturbance. It occurs when an individual who already has a long-standing, milder form of depression, known as dysthymia, then experiences a more severe and acute major depressive episode on top of it. This combination leads to a particularly high level of distress and impairment.

194. (A) Interferes with an individual's ability to function daily.
Maladaptive behavior is defined by its negative impact on a person's life and their ability to meet the demands of their environment. This includes things like not being able to hold a job, maintain relationships, or take care of basic needs. While a behavior might be unusual, it is only considered abnormal if it prevents productive and satisfying life.

195. (C) Operant conditioning
Biofeedback is essentially a form of operant conditioning because it uses immediate reinforcement to shape behavior. By providing visual or auditory feedback about physiological processes like heart rate, the individual is encouraged to change those functions. When they successfully lower their heart rate, the positive change on the monitor acts as a reward, reinforcing specific mental or physical techniques.

196. (D) The person needs to take more of the substance to get the same effect.
Tolerance is a physiological process where the body and brain adapt to the regular presence of a drug, making them less sensitive to its effects. To achieve the same level of intoxication or the desired psychological state, the person must consume increasingly larger amounts of the substance. This process is a hallmark of substance dependence and escalating use.

197. (C) Shifting rapidly from one topic to another unrelated topic (derailment)
Disorganized speech is a positive symptom of schizophrenia that reflects a fundamental breakdown in the logical flow of thought. An individual might jump from one subject to another without any clear connection, a phenomenon known as derailment or "loose associations." This symptom makes it very difficult for the person to communicate effectively with others and is a diagnostic indicator.

198. (B) Psychodynamic
The behavioral model emerged as a scientific alternative to the psychodynamic approach. Behaviorists like Watson and Skinner criticized psychoanalysis for its reliance on subjective interpretations and unmeasurable concepts like the unconscious mind. They argued that psychology should be a science of observable behavior, focusing on how interactions with the environment shape a person's actions through conditioning principles.

199. (D) Considerable support for daily life, but can learn basic self-care.
Individuals with a moderate intellectual disability, classified by an IQ score between thirty-five and fifty, have significant cognitive limitations but can achieve a degree of independence. With appropriate training, they can often learn basic self-care skills, such as dressing and eating, and navigate their neighborhood. However, they typically require considerable support and supervision to manage daily living tasks.

200. (A) P-3, Q-4, R-1, S-2
Alogia is a common negative symptom of schizophrenia, while anhedonia is a key feature of major depression. Compulsions are the defining behavior of obsessive-compulsive disorder, and mania is the hallmark of the elevated phase of bipolar mood disorder. Each of these symptoms is a primary diagnostic indicator used by clinicians to distinguish between different types of mental conditions.

201. (B) Repetitive, ritualistic behaviors
Generalized anxiety disorder is defined by chronic, persistent worry and physical symptoms of tension, such as muscle tightness and difficulty concentrating. Repetitive, ritualistic behaviors are the hallmark of obsessive-compulsive disorder, which is a different diagnostic category. While someone with generalized anxiety might feel high levels of distress, they do not typically perform specific rituals characteristic of OCD.

Downloaded from www.pdf.tube

220. (B) Both IQ and adaptive behavior
To accurately diagnose an intellectual disability, clinicians must look at more than just a single test score. They assess both cognitive ability, measured by standardized IQ tests, and adaptive behavior, which involves how well the person handles common tasks of daily life. This dual requirement ensures the diagnosis reflects the individual's actual ability to function and meet environmental demands.

221. (C) Violation of social norms
The criterion of violating social norms is highly dependent on the specific cultural and historical context. What is considered "normal" behavior in one society or time period may be viewed as abnormal in another. This makes it a less reliable and more subjective criterion for defining abnormality compared to more universal signs like subjective distress or maladaptive behavior.

222. (A) P-3, Q-1, R-2, S-4
Sigmund Freud is the founder of psychoanalysis, Carl Rogers developed client-centered therapy, Aaron Beck created cognitive therapy, and B.F. Skinner was a key figure in behavioral therapy and conditioning. Each of these psychologists provided a unique and foundational framework for understanding and treating psychological disorders, profoundly influencing modern mental health practices and the way we understand human behavior.

223. (D) Dysthymia
Dysthymia, now often called persistent depressive disorder, is a chronic type of depression where symptoms are less severe but more long-lasting than in major depression. For a diagnosis, the individual must experience a depressed mood for most of the day, for more days than not, for at least two years. This long-standing pattern of low mood significantly affects quality.

224. (A) The sudden, intense, and time-limited nature of the panic attack.
A panic attack is a discrete and overwhelming episode of intense fear that comes on suddenly and peaks quickly, often within minutes. In contrast, generalized anxiety involves a persistent, "free-floating" state of worry and tension that lasts for a much longer period. One is an acute crisis, while the other is a chronic condition that is less intense.

225. (A) Both A and R are true and R is the correct explanation of A.
Personality disorders involve pervasive and long-standing patterns of behavior that are different from more acute and episodic conditions like major depression. By classifying them separately, diagnostic systems ensure that clinicians address these deep-seated traits, which can significantly affect the course and treatment of other disorders. This distinction leads to a more comprehensive understanding of the individual's psychological functioning.

226. (A) Distorted or irrational thinking and beliefs.
The cognitive model posits that psychological problems are caused by the way people interpret their experiences. When individuals have biased or irrational thinking patterns, such as catastrophic thinking or overgeneralization, they experience intense negative emotions and develop maladaptive behaviors. Therapy focuses on helping the client identify "cognitive distortions," challenge their validity, and replace them with more balanced perspectives.

227. (C) unconscious; conscious
The core idea behind psychoanalysis is that psychological distress is caused by repressed memories and unresolved conflicts hidden in the unconscious mind. The primary goal of therapy is to bring this hidden material into conscious awareness. By making the unconscious conscious, the individual can rationally process these deep-seated issues and gain insight into personality, leading to lasting emotional change.

228. (D) I, II, and III
Intellectual disability can be caused by a wide variety of factors that affect brain development. These include genetic abnormalities like Down syndrome, environmental factors such as exposure to toxins or malnutrition, and problems that occur during pregnancy or the birth process. All three statements are correct, reflecting the complex and multi-faceted nature of the potential causes of this condition.

NODIA

211. (C) The person's ability to perform everyday life skills (conceptual, social, practical).
Adaptive functioning refers to how well an individual can handle common tasks of daily living and meet expectations of their environment. For a diagnosis of intellectual disability, clinicians assess skills in three domains: conceptual, social, and practical. These skills are essential for an individual to live independently, and deficits must be present alongside intellectual limitations for diagnosis.

212. (D) Interpersonal
The interpersonal model posits that psychological problems are deeply rooted in an individual's social context. It focuses on how unresolved conflicts within families, social role disputes, and difficulties in communication contribute to the development and maintenance of mental health disorders. Treatment within this framework emphasizes improving relationship skills and resolving interpersonal issues as the primary way to alleviate symptoms.

213. (D) I, II, and III
Biofeedback has various clinical applications where individuals learn to regulate physiological functions. EEG feedback is used for controlling brain wave activity, while EMG feedback helps in relaxing specific muscles to treat tension. Thermal feedback is effective for conditions like migraines by teaching the person to increase blood flow. All three are examples of using real-time data for control.

214. (B) Individuals with OCD are usually unaware that their obsessions are irrational.
A key feature of obsessive-compulsive disorder is that most individuals have "good or fair insight," meaning they recognize that their obsessions and compulsions are excessive or irrational. Despite this awareness, they still feel a powerful and uncontrollable urge to perform rituals in an attempt to alleviate intense anxiety caused by intrusive thoughts. This recognition distinguishes OCD from psychosis.

215. (D) Bipolar I Disorder
Bipolar I disorder is defined by the occurrence of at least one full-blown manic episode, which involves a distinct period of abnormally elevated mood and energy that causes severe impairment. While individuals with this condition often experience major depressive episodes, the diagnosis can be made based on the manic episode alone. This distinguishes it from other mood disorders.

216. (A) Client-centered therapy
Client-centered therapy is based on the idea that psychological distress occurs when there is a gap between a person's real self and their ideal self, a state called incongruence. The therapist provides a supportive environment characterized by empathy and acceptance, which allows the client to explore their feelings freely. This process helps the individual achieve greater internal congruence.

217. (C) positive
Positive symptoms of schizophrenia are those that represent an excess or distortion of normal psychological functions. These include hallucinations (perceiving things that aren't there), delusions (fixed, false beliefs), and disorganized speech or behavior. These symptoms indicate a breakdown in the logical structure of thought and perception. They are called "positive" because they are symptoms added to experience.

218. (D) Repressed material is threatening to emerge into consciousness.
From a psychodynamic perspective, anxiety is a signal of internal conflict. It occurs when the individual's ego is struggling to keep socially unacceptable desires or painful memories from the unconscious mind from breaking through into awareness. The resulting anxiety is a psychological warning that current defense mechanisms are being overwhelmed, indicating a need to address the underlying struggle.

219. (A) Significant impairment or distress in social or occupational functioning.
A diagnosis of a substance use disorder is not based on the amount of a substance used, but on the negative impact that use has on life. This includes a failure to fulfill work or family responsibilities, using in physically dangerous situations, or continuing to use despite social problems. The key threshold is the presence of impairment or distress.

Click Here to Buy book on Amazon

184. (D) Prevent or reduce anxiety or distress.
In obsessive-compulsive disorder, compulsions are repetitive actions or mental rituals that a person feels driven to perform. The primary function of these behaviors is to manage the intense anxiety triggered by an obsession. While performing the compulsion provides a temporary sense of relief, it unfortunately reinforces the cycle because the person never learns more effective coping ways.

185. (A) Somatic concerns
Paranoia can manifest as fixed, false beliefs regarding physical health, which are known as somatic delusions. In this case, the individual is convinced they have a serious medical problem despite repeated evidence to the contrary from health professionals. This type of delusion reflects a significant break from reality focused on the person's own body and its physical functioning.

186. (B) Severe oxygen deprivation during a difficult delivery
Perinatal causes of intellectual disability are those that occur during the process of birth. A severe lack of oxygen to the brain during a difficult or prolonged delivery can cause permanent damage to the infant's nervous system, leading to cognitive and developmental impairments. Other factors like genetic syndromes happen at conception, while childhood infections happen after successful birth.

187. (C) Teach the person to reinterpret bodily sensations as non-threatening.
Cognitive therapy for panic disorder focuses on the belief that panic attacks are triggered by the "catastrophic misinterpretation" of physical symptoms. The therapist helps the client to understand that feelings like a racing heart are normal responses to stress, not signs of a heart attack. By learning to reinterpret these sensations as harmless, the individual can stop the cycle.

188. (D) Catatonia
Catatonia is a state of severe motor disturbance that can occur in several psychiatric disorders, most notably schizophrenia. It can involve remaining in a rigid, fixed posture for long periods (catatonic stupor) or showing excessive, purposeless motor activity. During these episodes, the person is often completely unresponsive to their surroundings. This dramatic symptom represents a profound environmental disconnection.

189. (A) Adult behavior is largely determined by unconscious dynamics and early childhood experiences.
The psychodynamic model is based on the idea that much of our behavior is driven by forces that are hidden from our conscious awareness. These forces are primarily shaped by the relationships and emotional experiences we had in our earliest years. According to this perspective, understanding these deep-seated unconscious patterns is the key to resolving adult psychological symptoms and achievement.

190. (B) A long-term, inflexible pattern of thinking, feeling, and behaving that causes problems in life.
A personality disorder is defined by enduring and pervasive patterns of inner experience and behavior that are significantly different from cultural expectations. These traits are stable over time, typically starting by adolescence or early adulthood, and they are remarkably rigid across various situations. This lack of flexibility leads to persistent distress and impairment in many areas of life.

191. (D) I, II, and III
A panic attack is a sudden, discrete episode of intense fear. Panic disorder involves a pattern of recurrent and unexpected attacks, along with a persistent fear of having future episodes. Agoraphobia, which involves avoiding situations where escape might be difficult, often develops as a result of the person's attempts to manage their fear of having another panic attack.

192. (A) Client-centered therapy, emphasizing empathy and unconditional positive regard.
Client-centered therapy is built on the belief that the quality of the relationship between the therapist and the client is the most important factor in psychological healing. By providing a safe and non-judgmental environment characterized by empathy and acceptance, the therapist allows the client to explore their feelings without fear. This supportive relationship provides necessary conditions for personal self-actualization.

NODIA

229. (B) negative
Negative symptoms of schizophrenia represent a reduction or loss of normal functions. Avolition is a lack of motivation, alogia is a poverty of speech, and anhedonia is an inability to experience pleasure. These symptoms are called "negative" because they are a deficit. They are often more difficult to treat and more disruptive to long-term social and occupational functioning.

230. (A) Interpersonal
The interpersonal model of clinical psychology is its own distinct theoretical orientation. It focuses on how psychological health and distress are deeply rooted in an individual's social context and the quality of their relationships. Unlike behavioral, cognitive, or humanistic models, the interpersonal approach specifically emphasizes communication patterns and social roles as primary factors in the development and treatment of disorders.

231. (C) Hallucination
A hallucination is a disturbance in perception where an individual has a sensory experience that is not based on any external stimulus. Hearing voices when no one is speaking is the most common type. This is a hallmark symptom of psychotic disorders, representing a significant break from reality. It is different from an illusion, which is a misinterpretation.

232. (D) Recurrent, unexpected panic attacks and constant worry about future attacks.
Panic disorder is defined by a pattern of sudden, overwhelming episodes of intense fear that occur without an obvious trigger. A key diagnostic feature is the persistent apprehension that the person feels about having future attacks and the potential consequences. This constant worry often leads to significant changes in behavior as the person tries to avoid situations of risk.

233. (B) Behavioral analysis
Carl Rogers identified three essential conditions for successful client-centered therapy: empathy, genuineness, and unconditional positive regard. Behavioral analysis is a different approach focusing on observable environmental factors that shape actions. In contrast, the client-centered model is non-directive and focuses on the quality of the relationship between therapist and client as the primary mechanism for facilitating internal psychological change.

234. (C) Mary used to get drunk on two beers, but now she needs a six-pack to get the same effect.
Tolerance is a physiological process where the body adapts to a substance, making the person less sensitive to its effects over time with regular use. As a result, the individual must consume increasingly larger amounts of the drug to achieve the same level of intoxication or desired psychological state. This escalation is a clear indicator of physiological change and dependence.

235. (D) Automatic thoughts and cognitive distortions
Cognitive therapy is based on the premise that thoughts determine emotions. A central focus is on helping clients identify "automatic thoughts," which are spontaneous interpretations of events that are often biased or negative. By challenging these and other cognitive distortions, the therapist helps the client develop more balanced and realistic ways of thinking. This process alleviates distress and changes behavior.

236. (A) Fixations at early stages of psychosexual development.
The psychodynamic model suggests that personality disorders are caused by unresolved conflicts and "fixations" that occur during early childhood development. According to this theory, if a child's needs are not met at a particular stage, they can become stuck in that pattern, which develops into a pervasive personality trait in adulthood. Therapy focuses on uncovering these early experiences for insight.

237. (B) A manic episode
A manic episode is characterized by a distinct period of abnormally elevated mood and energy that lasts for several days and causes a significant change from normal behavior. Common symptoms include extreme elation, hyperactivity, and a significantly decreased need for sleep. This high-energy state often leads to impulsive decisions and is a defining feature of the Bipolar I diagnosis.

NODIA

202. (A) Client's unconscious redirection of feelings from a past relationship onto the therapist.
Transference is a central concept in psychoanalysis where the client unconsciously projects feelings and attitudes from significant figures in their past, such as parents, onto the therapist. This provides a valuable opportunity to examine unresolved childhood conflicts within the safety of the therapeutic relationship. By working through these transferred feelings, the client can gain deeper insight into their past.

203. (C) The patterns of behavior are flexible and situational.
Personality disorders are characterized by patterns of thinking, feeling, and behaving that are remarkably rigid and inflexible across a wide variety of situations. This lack of adaptability is a core feature that leads to chronic problems in social and occupational functioning. While normal personality traits allow for adjustment based on environment, the traits in a personality disorder are pervasive.

204. (D) A manic episode
"Flight of ideas" is a symptom where an individual's thoughts move so rapidly that they jump from one topic to another in a way that is difficult for others to follow. This is a characteristic feature of a manic episode, reflecting intense psychological energy and hyperactivity. It is often accompanied by pressured speech and an inflated sense of importance.

205. (A) Both A and R are true and R is the correct explanation of A.
Cognitive therapy is effective for anxiety because it targets the underlying thinking patterns that maintain the fear. Individuals with anxiety disorders often have biased interpretations of events, such as overestimating danger or underestimating their ability to cope. By identifying and challenging these cognitive distortions, therapy helps the person develop more realistic and balanced perspectives, directly reducing overall anxiety.

206. (A) thought; emotion
Schizophrenia is primarily classified as a thought disorder because its most prominent symptoms, such as delusions and disorganized thinking, represent a fundamental break from reality. Mood disorders, on the other hand, are primarily disturbances in emotional regulation, leading to extreme states of sadness or elation. While symptoms can overlap, the core problem in each condition lies in different functioning.

207. (D) Mood disorders
Panic disorder, obsessive-compulsive disorder, and generalized anxiety disorder are all categorized as anxiety disorders because their primary feature is excessive fear and apprehension. Mood disorders, such as major depression and bipolar disorder, are a separate diagnostic category focused on primary disturbances in emotional states. Understanding these broad categories is essential for accurate clinical assessment and the development of plans.

208. (B) Psychoanalytic
Carl Rogers developed client-centered therapy as an alternative to the psychoanalytic approach of his time. He believed that psychoanalysis was too focused on the therapist as an expert who directed the client and interpreted their unconscious motives. In contrast, Rogers' approach emphasizes the client's own capacity for growth and the importance of a non-judgmental relationship and facilitator.

209. (B) Tolerance
Tolerance is a physiological process where the body adapts to the regular presence of a drug, making it less sensitive to its effects. This means the individual must consume increasingly larger amounts of the substance to achieve the same initial effect or level of intoxication. This pattern of escalating use is a key diagnostic feature of dependence and addiction.

210. (A) Unfounded distrust and suspicion of others
The most fundamental characteristic of paranoia is a pervasive and unjustified suspicion that others are harmful, deceitful, or threatening. This mindset leads individuals to be hyper-vigilant and extremely guarded in their social interactions, often interpreting benign events as signs of a conspiracy. This core feature is central to several psychotic disorders and is also the defining trait.

Downloaded from www.pdf.tube

contrary. Delusions represent a more profound reality break.

247. (D) A corrective emotional experience through a genuine relationship.
The primary goal of client-centered therapy is providing a supportive environment where the client can experience unconditional acceptance and empathy. This "corrective emotional experience" allows the individual to safely explore feelings and reduce defensiveness. In the context of this genuine relationship, the client is able to grow and find their own path, based on the belief in therapeutic bonding.

248. (A) The development of a substance-specific syndrome due to the cessation of substance use.
Withdrawal refers to the specific cluster of physical and psychological symptoms that occur when an individual suddenly stops or reduces the use of a substance they have been using heavily. These symptoms reflect the body's struggle to readjust to the absence of the drug and vary depending on the substance used. The presence of withdrawal is a physiological indicator of dependence.

249. (C) "I am having a heart attack" or "I am going crazy."
A panic attack involves a sudden and intense surge of physical symptoms, such as a racing heart and shortness of breath. Cognitive theory suggests that the individual "catastrophically misinterprets" these sensations as signs of a life-threatening medical emergency or total loss of control. These terrifying thoughts create a feedback loop that increases anxiety, making the person believe they are in danger.

250. (A) Social experiences and interpersonal relationships over sexual drives.
Harry Stack Sullivan was a pioneering figure who shifted the focus of psychology from biological drives to the social environment. He proposed that personality is primarily formed through interactions with others and that psychological health is inseparable from social context. His work emphasizes that psychological disorders are rooted in interpersonal difficulties, suggesting that understanding relationship patterns is the key to effective treatment.

NODIA

251. (D) A fundamental break with reality (psychosis)
Schizophrenia is primarily defined as a psychotic disorder, which means it involves a significant break from reality. This break is manifested through symptoms such as hallucinations, where the person perceives things that are not there, and delusions, which are fixed, false beliefs. While other symptoms can occur, this fundamental inability to correctly perceive and interpret the world is the defining characteristic.

252. (B) Advanced academic training in early childhood
Intellectual disability can be caused by various factors affecting brain development, including genetic conditions, exposure to toxins during pregnancy, or health problems after birth. Advanced academic training is not a cause of intellectual disability. In fact, appropriate stimulation and education are beneficial for cognitive development. This disorder represents a fundamental limitation in functioning that is not caused by schooling or lack.

253. (C) A fundamental, deeply held assumption about oneself, the world, or the future.
In cognitive therapy, a core belief is a person's most central and absolute idea about themselves or the world, such as "I am unlovable." These beliefs are often learned early in life and act as a filter through which the person interprets all experiences. Because they are deeply held, they can lead to persistent patterns of negative thoughts and emotional distress.

254. (D) Schizophrenia - Mood Disorder
Schizophrenia is classified as a psychotic disorder, not a mood disorder, because its primary features are a break from reality through hallucinations and delusions. Mood disorders, such as major depression and bipolar disorder, are defined by primary disturbances in emotional regulation. Correctly identifying the category of a disorder is essential for clinicians to ensure accurate diagnosis and effective treatment strategies.

255. (A) A leakage of unconscious thoughts or desires.
From a psychodynamic perspective, a "slip of the tongue" is not a random error but a significant event that reveals something hidden in the person's mind. These slips are seen as moments when the individual's unconscious thoughts or

desires briefly bypass their conscious defenses. Analyzing these slips can provide valuable clues about a person's repressed feelings and unresolved conflicts in therapy.

256. (B) Systematic desensitization
Systematic desensitization is a classic behavioral technique used to treat phobias and anxiety disorders. It involves a process of gradual exposure to a feared object or situation while the person practices relaxation techniques. The goal is to replace the conditioned fear response with a new, calm response through counterconditioning. This practical approach focuses on modifying observable behavior through new learning.

257. (B) Bipolar II Disorder
Bipolar II disorder is defined by a pattern of mood swings that include at least one hypomanic episode and at least one major depressive episode. Hypomania is a less severe form of mania that does not cause significant impairment in functioning. This condition is different from Bipolar I, which requires at least one full manic episode. An accurate diagnosis requires distinguishing the episodes.

258. (A) Cope with anxiety stemming from threats to one's security in relationships.
The interpersonal model posits that psychological symptoms are maladaptive ways that people try to manage their anxiety within relationships. When someone feels insecure or threatened in social bonds, they may develop symptoms as a way to communicate distress or gain protection. Treatment focuses on identifying these patterns and helping the client develop healthy and effective ways of relating to others.

259. (C) Poses a risk of harm to the self or to others.
The "danger" criterion for abnormality focuses on whether a behavior is likely to cause physical or psychological harm. This includes actions like suicidal behavior, aggressive acts toward others, or severe self-neglect that threatens a person's life. This criterion is particularly important for clinical and legal assessments, as it helps determine when immediate intervention or hospitalization might be necessary for safety.

260. (D) I, II, and III
Personality disorders are defined by three general criteria. First, there must be an enduring pattern of inner experience and behavior that differs from cultural norms. Second, this pattern must be inflexible and pervasive across a wide range of situations. Finally, the pattern must lead to significant distress or impairment in daily functioning. All three of these characteristics are essential for diagnosis.

261. (C) physiological state
Biofeedback is a technique that uses sensors to monitor physiological functions such as heart rate, muscle tension, and brain waves. By providing real-time data on a monitor, the individual can learn to recognize the physical signs of stress. This immediate feedback allows the person to practice techniques to gain voluntary control over typically involuntary processes, which helps in managing stress and arousal.

262. (D) Obsessive-Compulsive Disorder
Obsessive-compulsive disorder is characterized by a cycle of intrusive thoughts, known as obsessions, and repetitive behaviors, known as compulsions. In this case, the intense fear of contamination is the obsession, and the excessive hand washing is the compulsion performed to reduce the anxiety caused by that fear. This cycle is very distressing and significantly interferes with the person's ability to function.

263. (B) A pervasive, long-standing, and inflexible pattern of distrust.
While paranoia can be a temporary symptom in several disorders, paranoid personality disorder is defined by a pervasive and enduring pattern. In this disorder, the suspiciousness and mistrust are deeply ingrained in the person's overall personality and are stable across many different situations over a long period. Unlike acute psychotic delusions, these traits represent a consistent way of interpreting social interactions.

264. (A) Both A and R are true and R is the correct explanation of A.
Schizophrenia is primarily classified as a thought disorder because its most prominent symptoms represent a fundamental breakdown in how a person processes information and forms beliefs. Delusions, which are fixed, false beliefs, and

Click Here to Buy book on Amazon

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

disorganized speech, which reflects a loss of logical connection in thoughts, are the hallmarks of this condition. These symptoms indicate a serious disturbance in the thought process.

265. (D) Psychoanalytic therapy
The goal of making the unconscious conscious is the fundamental purpose of psychoanalytic therapy. It is based on the idea that psychological problems are caused by repressed memories and unresolved conflicts hidden in the unconscious mind. By using techniques like free association and dream analysis to bring this material into awareness, the individual can achieve insight and rationally process these deep-seated issues.

266. (A) A prolonged period of depressed mood without a history of mania.
Unipolar depression, commonly known as major depressive disorder, is characterized by persistent periods of intense sadness and loss of interest in activities. The term "unipolar" is used to distinguish this condition from bipolar disorder, where the individual experiences both depressive and manic episodes. In unipolar depression, the mood disturbance is only in one direction—downward—and there is no history of mania.

267. (C) Cognitive
These types of questions are a key part of cognitive restructuring, a technique used in cognitive therapy. The therapist helps the client to critically examine their fearful thoughts, looking for evidence and considering the actual likelihood of a "worst-case scenario." By challenging the validity of these catastrophic misinterpretations, the individual can effectively change their emotional responses and develop realistic coping ways.

268. (A) P-2, Q-4, R-3, S-1
Tolerance involves needing more of a substance for the same effect, while withdrawal involves negative symptoms when use stops. Dependence is a broader state that includes both of these physiological adaptations. Abuse refers to a maladaptive pattern of use that causes impairment but may not yet involve the physiological changes seen in dependence. These terms describe distinct stages of substance disorders.

269. (D) Operant conditioning where avoidance is negatively reinforced.
The behavioral model explains the maintenance of a phobia through the process of negative reinforcement. When an individual avoids a feared object or situation, they experience an immediate and powerful reduction in their anxiety. Because this avoidance successfully removes the unpleasant state of fear, the behavior is reinforced and more likely to be repeated in the future, preventing exposure learning.

270. (B) Mild intellectual disability
A diagnosis of mild intellectual disability is made based on an IQ score in the range of fifty to seventy, combined with significant limitations in adaptive functioning. In this case, the individual's difficulty with social skills and managing finances demonstrates the necessary deficits in daily life skills. People with mild intellectual disability can often achieve a degree of independence in adulthood with support.

271. (A) The therapist accepts and values the client as a person, regardless of their behavior or feelings.
Unconditional positive regard is one of the three core conditions identified by Carl Rogers for successful therapy. It involves the therapist's warm and non-judgmental acceptance of the client, even if they do not agree with all actions. By providing this supportive environment, the therapist helps the client feel safe enough to explore their true feelings, which is the key to growth.

272. (B) hallucination; delusion
A hallucination is a disturbance in perception, where an individual has a sensory experience like hearing voices that are not really there. A delusion is a disturbance in thought content, consisting of a fixed, false belief that the person holds despite overwhelming evidence to the contrary. Understanding the difference between these two symptoms is essential for accurately diagnosing and treating psychotic conditions.

NODIA

273. (B) focused on a specific object/situation; diffuse and generalized
The primary difference between these two types of anxiety lies in their triggers. A phobia is an intense and irrational fear that is attached to a specific object, such as spiders, or a situation. In

CHAPTER 09

Health Counselling and Community Psychology

1. Which of the following best defines a health-promoting lifestyle?
(A) A lifestyle focused solely on the avoidance of clinical illness.
(B) Behaviours undertaken by people to enhance or maintain their health.
(C) The complete absence of any physiological risk factors in one's life.
(D) Relying exclusively on professional medical interventions for well-being.

2. Which of the following is a primary characteristic of Type 1 Diabetes?
(A) It is an autoimmune condition where the body attacks its own pancreatic cells.
(B) It is primarily caused by insulin resistance developed within the body cells.
(C) It typically develops in adults over the age of 40 due to lifestyle factors.
(D) It can be managed and reversed solely through consistent diet and exercise.

3. Given below are two statements regarding counselling approaches:
Statement I: In directive counselling, the counsellor plays an active role in diagnosing the problem and suggesting solutions.
Statement II: Non-directive counselling emphasizes the client's capacity for self-direction and growth.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

4. A community-wide campaign to promote regular exercise and healthy eating to prevent the onset of obesity and related diseases is an example of which type of intervention?
(A) Secondary prevention
(B) Tertiary prevention
(C) Acute intervention
(D) Primary prevention

5. Which of the following is NOT considered a health-damaging behaviour?
(A) Chronic sleep deprivation
(B) Excessive alcohol consumption
(C) Engaging in regular, moderate exercise
(D) A sedentary lifestyle

6. Which principle of guidance and counselling emphasizes treating the client with inherent worth and dignity, regardless of their behaviour or beliefs?
(A) Principle of Confidentiality
(B) Principle of Acceptance
(C) Principle of Expertise
(D) Principle of Direction

7. A student experiencing high levels of anxiety before exams is taught relaxation techniques and cognitive reframing skills by a school counsellor. This intervention is best classified as:
(A) A primary prevention programme
(B) A guidance-free school policy
(C) A purely academic intervention
(D) A secondary prevention programme

8. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The biopsychosocial model is considered more comprehensive than the biomedical model for understanding health and illness.
Reason (R): The biopsychosocial model integrates biological, psychological, and social factors in health, whereas the biomedical model focuses solely on the physical or pathogenic aspects of illness.
(A) Both A and R are true and R is the correct

Downloaded from www.pdf.tube

at least one of each. This condition represents a significant mood disturbance that differs from Bipolar I.

283. (A) Fear and mistrust
The concept of paranoia is fundamentally based on a pervasive and unfounded suspicion that others have harmful or deceitful motives. This mindset creates an overwhelming sense of fear and a lack of trust in social relationships. Individuals with paranoia are often hyper-vigilant and defensive, constantly expecting to be harmed, exploited, or deceived by others in their daily lives.

284. (B) It is always caused by poor parenting and lack of stimulation.
Intellectual disability can be caused by a wide variety of biological and environmental factors, including genetic conditions and prenatal exposure to toxins. While environmental stimulation is important for development, it is false to say that intellectual disability is always caused by poor parenting. In many cases, the condition is the result of complex biological factors beyond parental control.

285. (C) Narcissistic
Narcissistic personality disorder is characterized by a long-standing pattern of grandiosity, an excessive need for admiration from others, and a marked lack of empathy for others' feelings. Individuals with this condition often have an inflated sense of their own importance and may exploit others for their own gain. This pervasive and inflexible pattern lead to significant interpersonal and social functioning problems.

286. (A) Both A and R are true and R is the correct explanation of A.
Empathy is one of the three core conditions identified by Carl Rogers for successful client-centered therapy. It involves the therapist's ability to accurately understand the client's internal world from their own perspective. By reflecting this understanding, the therapist helps them feel heard and accepted. This supportive process is essential for facilitating self-exploration and achieving psychological growth and overall well-being.

287. (D) Auditory hallucinations
Positive symptoms of schizophrenia are those that represent an excess or distortion of normal psychological functions. Auditory hallucinations, such as hearing voices when no one is speaking, are a classic and common example of these symptoms. They indicate a significant break from reality. In contrast, affective flattening and avolition are negative symptoms, as they represent a loss in functioning.

NODIA

288. (A) Substance Use Disorder
Substance use disorder is a broad diagnostic category that describes a problematic pattern of drug or alcohol use leading to significant problems in life. This includes failures in work or family roles, social difficulties, and physically hazardous use. The key threshold for diagnosis is that the use of the substance causes clinically significant impairment or distress in daily social activities.

289. (B) Auditory
Hallucinations are a common symptom of schizophrenia, representing a fundamental break from reality. Among various types, auditory hallucinations are the most frequently reported by individuals with the disorder. These typically involve hearing voices that are distinct from one's own thoughts. These voices may comment on behavior, give commands, or converse with each other, leading to significant distress and disruption.

290. (A) Danger
The "Four Ds" are a set of general criteria used in clinical psychology to help define and identify abnormal behavior. They include deviance from social norms, personal distress, dysfunction in daily life activities, and danger to self or others. This multi-faceted approach ensures that clinicians consider both the internal experience and outward consequences when assessing for a psychological disorder.

291. (C) Recurrent, unexpected panic attacks and worry about them.
Panic disorder is defined by a pattern of sudden, overwhelming episodes of intense fear that occur without an obvious trigger. A key diagnostic feature is the persistent apprehension that the person feels about having future attacks and the

contrast, the fear in generalized anxiety disorder is pervasive and non-specific, often described as "free-floating" because it can attach itself to almost any daily life event.

274. (A) Behavioral
The behavioral model is the least concerned with a client's past because it focuses on observable behaviors in the present. It operates on the principle that both adaptive and maladaptive actions are maintained by current environmental cues and reinforcements. Unlike psychodynamic or interpersonal models, behavioral therapy aims to achieve measurable changes by modifying the person's current interactions with their local environment.

275. (C) Obsessive-Compulsive Disorder
Major depressive disorder, bipolar disorder, and dysthymia are all categorized as mood disorders because their primary feature is a severe and persistent disturbance in an emotional state. Obsessive-compulsive disorder is classified as an anxiety-related disorder because its core feature is the intense distress and apprehension caused by intrusive thoughts. Correctly categorizing these conditions is essential for providing effective clinical treatment.

276. (D) I, II, and III
Psychoanalytic, client-centered, and cognitive therapies are all considered "talk therapies" because they focus on addressing psychological processes through verbal interaction between a therapist and a client. While they have different theoretical orientations—focusing on the unconscious, growth, or thinking—they all emphasize psychological rather than physical interventions. These therapies are a fundamental part of the clinical practice of psychology.

277. (C) Anhedonia
Anhedonia is a psychological symptom characterized by a significantly diminished ability to experience pleasure from activities that were previously enjoyable. This "loss of interest" is a core symptom of several mental health conditions, most notably major depressive disorder and schizophrenia. It often leads to profound withdrawal from social interactions and hobbies, significantly contributing to the overall functional impairment of individuals.

278. (D) Somatic delusion
A somatic delusion is a fixed, false belief regarding the appearance or functioning of one's own body. Believing that internal organs are rotting, despite medical evidence to the contrary, is a classic example of this symptom. Such delusions indicate a significant break from reality focused on the person's own physical self. They are often seen in severe psychotic disorders.

279. (A) A disorder of relationships.
The interpersonal model posits that psychopathology is fundamentally tied to an individual's social context. It suggests that mental health disorders are best understood as being created and maintained by problematic relationships, communication difficulties, or a lack of meaningful social support. Treatment within this framework focuses on improving the quality of the person's social interactions, leading to improved psychological health.

280. (B) Compulsion
In obsessive-compulsive disorder, a compulsion is a repetitive behavior that a person feels driven to perform. In this case, the overwhelming urge to repeatedly check if the door is locked is the compulsion. This action is usually performed in an attempt to alleviate the intense anxiety caused by a persistent and intrusive thought about safety. The behavior provides temporary relief.

281. (C) Behavioral model
The behavioral model of clinical psychology is founded on the study of observable actions and environmental factors that shape them. It focuses on how behaviors are acquired through principles of learning, such as conditioning and reinforcement. Unlike other models that explore internal mental states or unconscious processes, the behavioral approach emphasizes the practical and measurable relationship between behavior and the surroundings.

282. (D) At least one hypomanic episode and one major depressive episode.
Bipolar II disorder is characterized by a pattern of mood swings that include periods of intense sadness (major depressive episodes) and periods of elevated mood that are less severe than full mania (hypomanic episodes). To receive this diagnosis, an individual must have experienced

Click Here to Buy book on Amazon

and the interpersonal model centers on social relationships. Each of these models provides a unique theoretical framework for understanding the development, maintenance, and treatment of psychological disorders, helping clinicians select the most appropriate overall approach.

www.nodia.in

Downloaded from www.pdf.tube

17. The "A-B-C" model is central to which counselling approach?
(A) Non-directive Counselling
(B) Rational-Emotive Counselling
(C) Directive Counselling
(D) Psychoanalytic Counselling

18. Insulin resistance is a hallmark feature of which condition?
(A) Type 2 Diabetes
(B) Type 1 Diabetes
(C) Gestational Diabetes exclusively during the first trimester
(D) All types of cardiovascular disease

19. Which of the following best describes the role of a counsellor in the Non-directive approach?
(A) An expert authority who identifies and diagnoses the client's problem.
(B) A teacher who instructs the client on how to think in a rational manner.
(C) A facilitator who provides a safe and accepting environment for client exploration.
(D) A guide who sets specific goals for the client to achieve through the process.

20. Arrange the following events in the Rational-Emotive A-B-C model in the correct sequence:
I. Emotional and Behavioural Consequences (C)
II. Activating Event (A)
III. Beliefs about the Event (B)
(A) I, II, III
(B) II, I, III
(C) II, III, I
(D) III, II, I

21. Which statement about the organization of guidance programs in colleges is correct?
(A) Guidance programs are solely the responsibility of the designated college counsellor.
(B) Such programs should focus exclusively on vocational and career guidance.
(C) A successful program requires the active involvement of faculty, administration, and students.
(D) The effectiveness of a guidance program cannot be evaluated.

22. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Type 2 Diabetes, the body's cells do not respond effectively to insulin.
Reason (R): Type 2 Diabetes is primarily an autoimmune disease resulting in the destruction of insulin-producing cells.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

23. A lifestyle characterized by high intake of processed foods, low physical activity, and chronic stress is most likely to be a major contributor to:
(A) Type 1 Diabetes
(B) Primarily genetic disorders with no environmental influence
(C) Only acute infectious diseases
(D) Both Cardiovascular Disease and Type 2 Diabetes

24. A core principle of counselling is that it is a process intended for:
(A) All individuals seeking personal growth, problem-solving, or adjustment.
(B) Only individuals with severe mental illness.
(C) Only students who are failing in their academic subjects.
(D) Forcing individuals to change their behaviour against their will.

25. A school counsellor who analyzes a student's test scores, personal history, and then advises the student on the best course of action is primarily using which approach?
(A) Non-directive counselling
(B) Rational-Emotive counselling
(C) Directive counselling
(D) Community-based intervention

26. Which of the following is NOT a primary goal of a school guidance program?
(A) Administering medical treatment for students' illnesses.
(B) Facilitating the all-round development of students.

NODIA

explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

9. According to the principles of Rational-Emotive Therapy (RET), psychological disturbances are primarily caused by:
(A) Traumatic events occurring during early childhood.
(B) Malfunctioning complex neurotransmitter systems.
(C) Irrational beliefs regarding specific life events.
(D) The lack of unconditional positive regard from others.

10. Which statement about the need for guidance programs in schools is incorrect?
(A) They are designed to solve only the problems of delinquent students.
(B) They help students with academic, personal, and social development.
(C) They assist students in making informed career choices.
(D) They aim to foster a positive and supportive school environment.

11. Consider the following statements regarding cardiovascular diseases:
1. Hypertension is a major risk factor.
2. They are caused exclusively by genetic factors.
3. Lifestyle modifications play no role in their management.
Which of the above statement(s) is/are correct?
(A) 1 only
(B) 2 only
(C) 1 and 3 only
(D) 2 and 3 only

12. In the context of guidance, what is the primary purpose of a needs assessment in a college?
(A) To discipline students with poor academic records.
(B) To identify the specific guidance and counselling needs of the student population.
(C) To evaluate the performance of the teaching faculty.
(D) To select students for extracurricular activities.

13. The counselling approach developed by Carl Rogers, which is also known as client-centered therapy, is an example of:
(A) Directive counselling
(B) Rational-Emotive counselling
(C) Non-directive counselling
(D) Eclectic counselling

14. Atherosclerosis, a key process in many cardiovascular diseases, refers to:
(A) A sudden, temporary drop in blood pressure during activity.
(B) An irregular heartbeat or arrhythmia due to stress.
(C) The weakening of the heart muscle from chronic use.
(D) The hardening and narrowing of arteries due to plaque buildup.

15. Match List I (Concept) with List II (Example/ Description).
List I:
P. Primary Prevention,
Q. Secondary Prevention,
R. Directive Counselling,
S. Health-promoting behaviour.
List II:
1. Early screening for diabetes,
2. Regular physical activity,
3. Counsellor provides a direct solution,
4. School-wide anti-smoking campaign.
(A) P-4, Q-1, R-3, S-2
(B) P-1, Q-4, R-2, S-3
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-1, R-3, S-4

16. Which of the following is a defining characteristic of secondary prevention in community psychology?
(A) To prevent the occurrence of a disorder in the first place.
(B) To identify and treat problems at an early stage.
(C) To reduce the long-term impact of a chronic disorder.
(D) To promote overall well-being in the entire population.

Click Here to Buy book on Amazon

potential consequences. This constant worry often leads to significant changes in behavior as the person tries to avoid situations of perceived risk.

292. (D) B. F. Skinner
The behavioral model of abnormality emphasizes observable behavior and environmental factors rather than internal mental processes. B.F. Skinner was a key figure who developed the concept of operant conditioning, showing how reinforcement and punishment shape behavior. This model provides a scientific framework for understanding and treating disorders by modifying learned associations and environmental contingencies that maintain maladaptive actions.

293. (C) Major Depressive Disorder
Paranoid, schizoid, and obsessive-compulsive personality disorders are all categorized as personality disorders because they involve pervasive and inflexible patterns of behavior. Major depressive disorder is classified as a mood disorder because its primary feature is a severe and persistent disturbance in an individual's emotional state. Correctly identifying these categories is essential for accurate diagnosis and effective treatment plan development.

294. (B) The client's heart rate or muscle tension.
Biofeedback is a technique that uses sensors to monitor physiological functions such as heart rate, muscle tension, and brain waves. By providing real-time data on a monitor, the individual can learn to recognize the physical signs of stress and arousal. This immediate feedback allows the person to practice relaxation techniques to gain voluntary control over typically involuntary processes.

295. (D) Repeatedly checking to see if the stove is off.
In obsessive-compulsive disorder, a compulsion is a repetitive behavior that a person feels driven to perform. In this case, the repetitive checking of the stove is the compulsion. This action is usually performed in an attempt to alleviate the intense anxiety caused by a persistent and intrusive thought about a potential disaster. The behavior provides temporary relief and maintains rituals.

296. (A) thought; behavior
Schizophrenia is primarily classified as a thought disorder because its most prominent symptoms, such as delusions and disorganized speech, represent a fundamental break from reality. Personality disorders, in contrast, are defined by enduring and pervasive patterns of behavior and inner experience that deviate from cultural expectations. While they affect many areas, the core problem in schizophrenia lies in cognitive processing.

297. (B) Extreme elation, energy, and irritability.
Mania is a psychological state characterized by a distinct period of abnormally elevated, expansive, or irritable mood. Symptoms include an inflated sense of self-importance, a significantly decreased need for sleep, and a rapid shift between different ideas. This high-energy state often leads to impulsive and risky decisions and is the hallmark of the elevated phase of bipolar I disorder.

298. (A) The developmental period (childhood/adolescence)
Intellectual disability is considered a neurodevelopmental disorder, which means its symptoms must emerge during the period when the brain and nervous system are still developing. In most diagnostic frameworks, this is defined as occurring before the age of eighteen. Deficits in cognitive and adaptive functioning that occur after this period are classified under different types of cognitive impairment.

299. (C) Identify and change the client's maladaptive thought patterns.
Cognitive therapy is based on the idea that psychological distress is caused by the way people interpret their experiences. The therapist and client work together to identify "cognitive distortions," such as automatic negative thoughts, and evaluate their validity. By challenging these irrational beliefs and replacing them with balanced perspectives, the client can effectively change emotional responses and develop adaptive coping.

NODIA

300. (A) P-3, Q-4, R-1, S-2
The psychodynamic model emphasizes unconscious conflicts, while the behavioral model focuses on learned responses. The cognitive model highlights the role of thinking patterns,

(C) Assisting students with educational and vocational planning.
(D) Helping students develop effective coping skills.

27. Consider the following statements regarding community psychology interventions:
1. They often target social systems rather than just individuals.
2. They prioritize treatment over prevention.
3. They aim to empower community members to create change.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

28. The nature of cardiovascular disease is best described as:
(A) A single, uniform illness affecting the heart.
(B) A group of disorders affecting the heart and blood vessels.
(C) An exclusively infectious disease of the circulatory system.
(D) A condition that only affects elderly individuals.

29. The main difference between directive and non-directive counselling lies in:
(A) The duration of the counselling sessions.
(B) The cost associated with the therapy.
(C) The amount of responsibility placed on the counsellor versus the client for finding a solution.
(D) The use of medication as an adjunct to therapy.

30. One of the main causes of Type 1 Diabetes is:
(A) A high-sugar diet during childhood.
(B) Lack of physical exercise.
(C) Chronic psychological stress.
(D) An autoimmune response.

31. Match List I (Counselling Approach) with List II (Key Figure / Proponent).
List I:
P. Directive,
Q. Non-directive,
R. Rational-Emotive,
S. Community Psychology.

List II:
1. Carl Rogers,
2. Albert Ellis,
3. E.G. Williamson,
4. Focus on social systems.

(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-2, S-4
(C) P-2, Q-3, R-1, S-4
(D) P-3, Q-2, R-4, S-1

32. The term 'health model' in psychology refers to:
(A) A physical replica of the human body used for teaching.
(B) A theoretical framework for understanding the components of health and illness.
(C) A specific diet plan guaranteed to improve health.
(D) A celebrity who promotes a healthy lifestyle.

33. Which of the following pairs is incorrectly matched?
(A) Type 1 Diabetes - Insulin Dependent
(B) Directive Counselling - Client-Centered
(C) Type 2 Diabetes - Insulin Resistance
(D) Rational-Emotive Therapy - A-B-C Model

34. A workshop for new parents on effective parenting skills, aimed at preventing future behavioural problems in children, is a classic example of:
(A) Primary prevention
(B) Tertiary prevention
(C) Secondary prevention
(D) Reactive intervention

35. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Rational-Emotive Therapy (RET) is a highly directive form of therapy.
Reason (R): In RET, the therapist actively disputes the client's irrational beliefs and teaches them more rational ways of thinking.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Downloaded from www.pdf.tube

96. Which of the following is the most accurate statement about the need for guidance?
(A) Guidance is only necessary for individuals from disadvantaged backgrounds.
(B) Guidance is a universal need, required by all individuals at various points in their lives.
(C) Once an adult, an individual no longer has any need for guidance.
(D) Guidance is the same as giving direct orders.

97. Which of the following is a primary cause of Type 1 diabetes?
(A) Sedentary lifestyle
(B) Autoimmune destruction of beta cells in the pancreas
(C) High-fat diet
(D) Insulin resistance in peripheral tissues

98. The 'Non-directive' counselling approach is also known as:
(A) Client-centered therapy
(B) Counsellor-centered therapy
(C) Problem-centered therapy
(D) Solution-focused therapy

99. In community psychology, 'empowerment' refers to the process of:
(A) Giving direct financial aid to community members.
(B) Making decisions for the community because they cannot do it themselves.
(C) Helping people gain control and mastery over their own lives and communities.
(D) Encouraging communities to be dependent on external experts.

100. Match List I (Activity) with List II (Type of Intervention).
List I:
P. Teaching relaxation skills to an entire class,
Q. Counselling a student with test anxiety,
R. Helping a diabetic patient with insulin,
S. Promoting healthy eating via posters.
List II:
1. Tertiary Prevention,
2. Secondary Prevention,
3. Primary Prevention (Specific skill),
4. Primary Prevention (General info).
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-2, R-1, S-4
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-3, R-1, S-4

101. Which health model has been criticized for being reductionistic and failing to account for social and psychological influences on health?
(A) The Biopsychosocial Model
(B) The Holistic Health Model
(C) The Biomedical Model
(D) The Wellness Model

102. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Type 1 diabetes, the body fails to produce insulin.
Reason (R): This is because the body's own immune system attacks and destroys the insulin-producing beta cells in the pancreas.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

103. Which is NOT a core condition that a non-directive counsellor must provide for therapeutic change to occur, according to Rogers?
(A) Empathy
(B) Unconditional Positive Regard
(C) Congruence
(D) Authoritative Direction

104. "An ounce of prevention is worth a pound of cure" is a proverb that best captures the philosophy of:
(A) Primary and secondary prevention
(B) Tertiary intervention
(C) Directive counselling
(D) Exclusively biomedical approaches

105. All of the following are key services to be organized within a school guidance program EXCEPT:
(A) Individual inventory service
(B) Information service
(C) Punitive disciplinary service
(D) Placement service

NODIA

(B) To replace the role of parents in a student's life.
(C) To ensure all students choose a career in science and technology.
(D) To maximize the personal, social, and academic potential of every student.

47. A health model that focuses exclusively on disease, pathogens, and biological abnormalities, while ignoring psychological and social factors, is known as the:
(A) Biomedical model
(B) Biopsychosocial model
(C) Holistic model
(D) Wellness model

48. Consider the following behaviours:
1. Smoking tobacco
2. Eating a diet rich in fruits and vegetables
3. Practicing daily meditation
Which of the above statement(s) is/are classified as health-promoting?
(A) 1 only
(B) 1 and 3 only
(C) 2 and 3 only
(D) 1, 2, and 3

49. In community psychology, an intervention that aims to reduce the negative impact and disability from an already established chronic disease is called:
(A) Primary prevention
(B) Tertiary prevention
(C) Secondary prevention
(D) Universal prevention

50. The main difference between Type 1 and Type 2 diabetes lies in their:
(A) Underlying cause and pathogenesis.
(B) Primary treatment using insulin therapy.
(C) Effect on measurable blood sugar levels.
(D) Age of onset during the lifespan.

51. E.G. Williamson is most famously associated with which counselling approach?
(A) Non-directive Counselling
(B) Rational-Emotive Counselling
(C) Directive Counselling
(D) Gestalt Therapy

52. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A key principle of guidance is that it is a continuous process.
Reason (R): Guidance should only be provided at a single point in time, such as during college admission, after which it is no longer necessary.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

53. Which of the following is the most appropriate initial step in organizing a guidance program for a college?
(A) Immediately hiring ten counsellors.
(B) Purchasing expensive psychological testing software.
(C) Forming a committee and conducting a thorough needs assessment.
(D) Announcing a mandatory counselling session for every student.

54. The concept of "unconditional positive regard" is central to which therapeutic approach?
(A) Directive Counselling
(B) Non-directive Counselling
(C) Rational-Emotive Therapy
(D) Behaviour Therapy

55. Match List I (Term) with List II (Associated Condition/Concept).
List I:
P. Hypertension,
Q. Insulin,
R. Plaque,
S. Irrational Belief.
List II:
1. Diabetes,
2. Rational-Emotive Therapy,
3. Cardiovascular Disease,
4. Atherosclerosis.
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

Click Here to Buy book on Amazon

56. Which of the following statements about community psychology is INCORRECT?
(A) It strictly adheres to a one-on-one therapy model.
(B) It focuses on the well-being of communities and societies.
(C) It often involves working with marginalized or at-risk populations.
(D) It emphasizes prevention as a key strategy.

57. A person believes, "I must be perfect at everything I do, and if I am not, I am a total failure." According to Albert Ellis, this is an example of:
(A) An activating event.
(B) A rational belief.
(C) An irrational belief.
(D) A behavioural consequence.

58. The cause of Type 2 diabetes is multifactorial, but it is strongly associated with:
(A) Lifestyle factors such as obesity and physical inactivity.
(B) A viral infection in infancy.
(C) An autoimmune reaction against the pancreas.
(D) A genetic inability to produce any insulin.

59. A school-based program that teaches all students stress management skills is an example of:
(A) Tertiary intervention
(B) Secondary intervention
(C) Individual counselling
(D) Primary intervention

60. Which of the following best characterizes the nature of Directive Counselling?
(A) The client leads the session, and the counsellor follows.
(B) The counsellor is seen as an expert who identifies the problem and suggests a course of action.
(C) The focus is on the client's past childhood experiences.
(D) The counsellor and client are equal partners in exploring feelings.

61. Consider the following factors:
1. High blood pressure
2. High cholesterol levels
3. Smoking

Which of the above are major causes/risk factors for cardiovascular disease?
(A) 1 only
(B) 1 and 2 only
(C) 2 and 3 only
(D) 1, 2, and 3

62. The principle of confidentiality in counselling means:
(A) The counsellor can share the client's information with anyone.
(B) The counsellor tells the client all of their own personal secrets.
(C) The client must keep the counsellor's advice a secret.
(D) The client's information is kept private, with specific legal and ethical exceptions.

63. Which of the following is a health-promoting behaviour?
(A) Getting adequate sleep on a regular basis
(B) Maintaining a sedentary lifestyle
(C) Consuming a diet high in saturated fats
(D) Engaging in substance abuse

64. What is a key difference between guidance and counselling?
(A) Guidance is always therapeutic, while counselling is preventive.
(B) Guidance is a broader concept that includes counselling as one of its services.
(C) Guidance is only for groups, while counselling is only for individuals.
(D) Guidance is provided by teachers, while counselling is provided by doctors.

65. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Non-directive counselling operates on the premise that the client has the inherent capacity to solve their own problems.
Reason (R): The non-directive counsellor provides a climate of acceptance and empathy, which facilitates the client's self-exploration and growth.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.

NODIA

(D) A is false but R is true.

66. A student who has just failed an exam thinks, "This is awful, I'm a complete idiot and I will fail everything in life." In the A-B-C model of RET, the student's thought is the:
(A) Belief (B)
(B) Activating Event (A)
(C) Consequence (C)
(D) Disputation (D)

67. An effective guidance program in a school should be:
(A) Rigid and unchangeable.
(B) Available only to students who request it.
(C) A continuous and systematically organized process.
(D) Run exclusively by the school principal.

68. Diabetes is a chronic condition characterized by:
(A) Persistently low levels of blood glucose.
(B) The inability of the heart to pump blood effectively.
(C) The narrowing of arteries due to plaque.
(D) High levels of glucose in the blood.

69. A community support group for individuals recovering from a heart attack, aimed at improving their quality of life and preventing future incidents, is an example of:
(A) Primary prevention
(B) Secondary prevention
(C) Tertiary prevention
(D) Universal prevention

70. Which of the following pairs is correctly matched?
(A) Carl Rogers - Directive Counselling
(B) Carl Rogers - Non-directive Counselling
(C) Albert Ellis - Non-directive Counselling
(D) E.G. Williamson - Rational-Emotive Counselling

71. A health model that views health as a positive state of well-being, not just the absence of disease, and emphasizes the interplay of mind, body, and spirit is called the:
(A) Biomedical model
(B) Reductionist model
(C) Pathogenic model
(D) Holistic or Biopsychosocial model

72. Chronologically arrange the key steps in Directive Counselling as proposed by E.G. Williamson:
I. Synthesis
II. Diagnosis
III. Analysis
IV. Prognosis
V. Counselling/Treatment
(A) III, I, II, IV, V
(B) I, II, III, IV, V
(C) III, II, I, V, IV
(D) II, I, III, IV, V

NODIA

73. The primary role of insulin in the body is to:
(A) Increase the level of glucose in the blood.
(B) Break down fats into ketone bodies.
(C) Help glucose from the blood enter cells to be used for energy.
(D) Stimulate the production of adrenaline.

74. A key need for guidance in modern colleges is to help students cope with:
(A) Increasing academic pressure, competition, and diverse career options.
(B) An overly simplified and stress-free academic environment.
(C) The lack of any personal or social challenges.
(D) The absence of technology in education.

75. Consider the following services:
1. Providing job placement services.
2. Offering personal counselling for emotional distress.
3. Conducting orientation programs for new students.
Which of the above are typical components of a comprehensive guidance program in a college?
(A) 1 only
(B) 1 and 2 only
(C) 2 and 3 only
(D) 1, 2, and 3

76. The term "Counsellor-centered" is another name for which approach?
(A) Non-directive counselling
(B) Directive counselling
(C) Client-centered counselling
(D) Eclectic counselling

77. Which of the following is NOT a principle of organizing a school guidance program?

(D) Social guidance

116. Match List I (Health Concept) with List II (Example/Feature).
List I:
P. Damaging Behaviour,
Q. Promoting Behaviour,
R. Cardiovascular Disease,
S. Diabetes Mellitus.
List II:
1. High blood glucose,
2. Stroke,
3. Sedentary lifestyle,
4. Balanced diet.
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-2, S-1
(C) P-3, Q-1, R-2, S-4
(D) P-4, Q-3, R-1, S-2

117. The principle that "guidance is for all students" implies that:
(A) Guidance services are compulsory for every student.
(B) Only the most talented students deserve guidance.
(C) Guidance services should be available to every student, not just those with problems.
(D) Guidance is a substitute for classroom teaching.

118. Which of the following is the best example of a secondary prevention strategy for diabetes?
(A) A public health campaign about the risks of sugar.
(B) Routine screening for high blood sugar in an at-risk population.
(C) A support group for patients who have had a foot amputation due to diabetes.
(D) Research into a vaccine for Type 1 diabetes.

119. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The focus of community psychology is often on prevention rather than treatment.
Reason (R): It is more effective and efficient to prevent problems from occurring on a large scale than to treat them individually after they have developed.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

120. In Rational-Emotive counselling, the therapist's role is best described as:
(A) A teacher and scientific persuader.
(B) A passive and reflective listener.
(C) A co-explorer of the client's unconscious.
(D) A provider of unconditional warmth and acceptance.

121. Coronary heart disease, a common type of cardiovascular disease, is most directly caused by:
(A) A sudden rise in blood sugar.
(B) A failure of the pancreas to produce insulin.
(C) The narrowing or blockage of the coronary arteries.
(D) An autoimmune attack on the heart valves.

122. Which of the following is a primary characteristic of a health-damaging lifestyle?
(A) A pattern of behaviours that increases the risk of disease and premature death.
(B) Consistent engagement in behaviours that enhance well-being.
(C) A focus on mental and emotional health over physical health.
(D) Strict adherence to medical advice and regular check-ups.

123. Consider the following counselling approaches:
1. Directive Counselling
2. Non-directive Counselling
3. Rational-Emotive Counselling
Which of the above approaches is/are considered more counsellor-centric or directive in nature?
(A) 2 only
(B) 1 and 3 only
(C) 2 and 3 only
(D) 1, 2, and 3

124. The first step in organizing a formal guidance program in a school or college is typically:
(A) Evaluating the program's success.
(B) Identifying the needs and resources of the institution.
(C) Implementing various guidance activities.

Downloaded from www.pdf.tube

86. Which of the following is NOT a direct cause but a major complication of poorly controlled diabetes?
(A) Autoimmune destruction of pancreatic cells
(B) Kidney disease (nephropathy)
(C) Insulin resistance
(D) Production of insulin by the pancreas

87. Which of these is a key feature of a health-promoting lifestyle?
(A) Avoidance of all social interactions to prevent stress.
(B) Relying solely on vitamins and supplements.
(C) Engaging in extreme, unsustainable exercise routines.
(D) A proactive approach to maintaining and enhancing well-being.

88. Given below are two statements regarding counselling principles:
Statement I: The principle of individualization states that every client is unique and must be treated as such.
Statement II: The principle of confidentiality is absolute and has no exceptions under any circumstances.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

89. A stroke is a type of cardiovascular disease that occurs when:
(A) The heart muscle begins to die due to lack of oxygen.
(B) The blood sugar level rises to a dangerously high level.
(C) The blood supply to a part of the brain is interrupted or reduced.
(D) The arteries of the legs become narrowed.

90. In the context of a college guidance program, an 'orientation service' is designed to:
(A) Help new students adjust to the college environment.
(B) Help senior students find jobs.
(C) Provide intensive therapy for students with severe psychological disorders.
(D) Test the academic knowledge of incoming students.

NODIA

91. Consider the following characteristics:
1. It is counsellor-dominated.
2. It assumes the client is incapable of solving their own problem.
3. The counsellor is an expert diagnostician.
Which of the above are characteristics of the Directive counselling approach?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

92. The primary goal of a community psychology intervention is often to:
(A) Change the individual to fit the environment.
(B) Change the environment or social system to better support individuals.
(C) Provide long-term psychoanalysis to all community members.
(D) Focus exclusively on biological causes of distress.

93. A health-damaging behaviour like smoking is difficult to change primarily because it is:
(A) Not actually harmful to health.
(B) Recommended by health professionals.
(C) Often highly reinforcing and addictive.
(D) An indicator of high social status.

94. The concept that psychological stress can contribute to the development of physical illness like cardiovascular disease is a central idea in the:
(A) Biomedical model
(B) Pathogen-only model
(C) Infectious disease model
(D) Biopsychosocial model

95. Chronologically arrange the steps of problem-solving within a Rational-Emotive Therapy framework:
I. Disputing the irrational belief.
II. Identifying the emotional/behavioural consequence.
III. Recognizing the activating event.
IV. Adopting a new, more rational philosophy.
V. Identifying the irrational belief.
(A) III, II, V, I, IV
(B) I, II, III, V, IV
(C) III, V, II, I, IV
(D) II, III, I, V, IV

(A) The program should be based on the needs of the students.
(B) The program requires cooperation from the entire school staff.
(C) The program should be an isolated activity, separate from the curriculum.
(D) The program should have provisions for evaluation and improvement.

78. A person with Type 1 diabetes requires lifelong insulin therapy because:
(A) Their body's cells are resistant to the insulin they produce.
(B) Their diet is too high in sugar.
(C) Their exercise levels are insufficient.
(D) Their pancreas does not produce insulin.

79. Match List I (Prevention Level) with List II (Action).
List I:
P. Primary,
Q. Secondary,
R. Tertiary,
S. Health Promotion.
List II:
1. Rehabilitation for a stroke patient,
2. Annual mammogram for women over 40,
3. Workshop on healthy nutrition for all employees,
4. Promoting regular exercise in a community.
(A) P-3, Q-2, R-1, S-4
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-2, S-4
(D) P-4, Q-2, R-1, S-3

80. A sedentary lifestyle is considered a significant health-damaging behaviour because it is strongly linked to:
(A) Improved cardiovascular health.
(B) Increased risk of obesity, diabetes, and heart disease.
(C) Better mental clarity and focus.
(D) Stronger bones and muscles.

81. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Community psychology interventions often focus on empowering individuals and groups.
Reason (R): The empowerment approach assumes that people can identify their own problems and develop solutions when given the necessary resources and support.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

82. The core difference between primary and secondary prevention is that primary prevention aims to _____, while secondary prevention aims to _____.
(A) prevent onset; treat early
(B) treat early; prevent onset
(C) reduce impact; treat early
(D) prevent onset; reduce impact

83. In a counselling context, "empathy" refers to the counsellor's ability to:
(A) Feel sorry for the client.
(B) Give the client advice based on personal experience.
(C) Understand the client's experience from the client's perspective.
(D) Maintain a professional distance and not get emotionally involved.

84. In organizing a guidance program, the 'appraisal service' component primarily involves:
(A) Giving advice to students.
(B) Placing students in jobs.
(C) Disciplining students for misconduct.
(D) Collecting and interpreting information about students' abilities, interests, and characteristics.

85. Which of the following is a central tenet of Rational-Emotive Therapy?
(A) Unconscious conflicts from childhood are the root of all neurosis.
(B) All behaviour is a result of reinforcement and punishment.
(C) People are disturbed not by things, but by the views they take of them.
(D) Humans have an innate drive towards self-actualization.

Click Here to Buy book on Amazon

106. A person who continues to smoke despite knowing the health risks may be engaging in a health-damaging behaviour due to factors like:
(A) Nicotine addiction and social pressure.
(B) A desire to improve their lung capacity.
(C) The behaviour having no short-term rewards.
(D) A lack of information about the benefits of smoking.

107. Consider the following statements regarding the causes of diabetes:
1. Type 1 is primarily an autoimmune disease.
2. Type 2 is strongly linked to lifestyle factors like obesity and inactivity.
3. Both types are caused by exactly the same genetic mutation.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

108. The main objective of Rational-Emotive Therapy is help the client:
(A) Explore their childhood traumas.
(B) Identify and change the irrational beliefs that cause emotional distress.
(C) Understand the counsellor's life problems.
(D) Achieve a state of meditative bliss.

109. High blood pressure, or hypertension, is a major risk factor for cardiovascular disease because it:
(A) Causes blood sugar to drop dangerously low.
(B) Is a direct result of a bacterial infection in the heart.
(C) Damages the lining of arteries and forces the heart to work harder.
(D) Leads to the autoimmune destruction of heart tissue.

110. Which statement best defines the "need for guidance"?
(A) A state of deficiency that only weak individuals experience.
(B) The need to have all of life's decisions made by an expert.
(C) A formal request for psychological medication.
(D) The universal human requirement for assistance in making wise choices and adjustments.

111. Chronologically arrange the development of the following counselling approaches:
I. Non-directive Therapy (Carl Rogers)
II. Psychoanalysis (Sigmund Freud)
III. Rational-Emotive Therapy (Albert Ellis)
IV. Directive Counselling (E.G. Williamson)
(A) II, IV, I, III
(B) I, II, III, IV
(C) IV, III, II, I
(D) III, I, IV, II

NODIA

112. A community-based intervention aimed at helping people who are already diagnosed with diabetes to manage their condition better and prevent complications is a:
(A) Primary prevention program
(B) Tertiary prevention program
(C) Secondary prevention program
(D) Health promotion campaign

113. In the Directive Counselling approach, the six steps identified by Williamson are Analysis, Synthesis, Diagnosis, Prognosis, Counselling, and:
(A) Disputation
(B) Follow-up
(C) Catharsis
(D) Self-actualization

114. A key difference in the nature of Type 1 and Type 2 diabetes is that Type 1 is characterized by a(n) _____, whereas Type 2 is characterized by a(n) _____.
(A) absolute insulin deficiency; relative insulin deficiency and resistance
(B) profound insulin resistance; absolute lack of naturally produced insulin
(C) underlying viral origin; specific bacterial origin of systemic infections
(D) potentially curable nature; permanent incurable nature of the metabolic state

115. A guidance program in a college that helps students choose courses and plan their academic path is providing what type of guidance?
(A) Personal guidance
(B) Vocational guidance
(C) Educational guidance

36. All of the following are principles of guidance and counselling EXCEPT:
(A) Guidance is for all.
(B) Guidance is based on individual differences.
(C) Guidance should be based on a continuous process.
(D) Guidance is a prescriptive and coercive process.

37. A key component of organizing a guidance program in a college involves:
(A) Limiting access to the counsellor to only top-performing students.
(B) Focusing only on group guidance to save time.
(C) Establishing clear objectives and goals for the program.
(D) Operating the program independently without faculty cooperation.

38. Which of the following is a modifiable risk factor for cardiovascular disease?
(A) Age
(B) High blood pressure
(C) Family history
(D) Gender

39. The core philosophy of non-directive counselling is a profound trust in the client's:
(A) Ability to follow expert advice.
(B) Tendency towards self-actualization and problem-solving.
(C) Willingness to accept their irrationality.
(D) Capacity to diagnose their own illness.

40. Given below are two statements regarding health lifestyles:
Statement I: A health-damaging lifestyle can increase the risk of chronic diseases like diabetes.
Statement II: A health-promoting lifestyle involves behaviours that enhance physical and mental well-being.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

41. Screening programs for early detection of high blood pressure in a community are a form of:
(A) Primary prevention
(B) Tertiary prevention
(C) Secondary prevention
(D) Primordial prevention

42. In Rational-Emotive Therapy, "disputing" refers to the process of:
(A) Challenging the client's irrational beliefs.
(B) Arguing with the client about their life choices.
(C) Ignoring the client's emotional state.
(D) Agreeing with everything the client says to build rapport.

43. Which of the following is NOT a type of cardiovascular disease?
(A) Coronary artery disease
(B) Stroke
(C) Heart failure
(D) Type 2 Diabetes

44. Which of the following steps is essential for organizing a successful guidance program in a school?
(A) Hiring a counsellor who only has a degree in academic teaching.
(B) Conducting a needs assessment survey among students and staff.
(C) Making all counselling sessions mandatory for all students.
(D) Keeping the program's objectives secret from the students.

45. Chronologically arrange the typical progression of Non-Directive therapy:
I. The client gains insight into their feelings and behaviours.
II. The counsellor establishes an environment of unconditional positive regard.
III. The client feels safe to explore their true self.
IV. The client begins to work towards self-actualization.
(A) II, III, I, IV
(B) I, II, III, IV
(C) IV, III, II, I
(D) III, I, II, IV

46. What is the fundamental need for guidance and counselling in educational institutions?
(A) To enforce discipline and punish misbehaving students.

Downloaded from www.pdf.tube

(D) Appointing a full-time director for the program.

125. Which statement accurately distinguishes between primary and secondary prevention in community psychology?
(A) Primary prevention targets the general population, while secondary prevention targets at-risk groups.
(B) Primary prevention focuses on treatment, while secondary prevention focuses on rehabilitation.
(C) Primary prevention aims to stop a problem before it starts, while secondary prevention aims at early detection.
(D) Primary prevention is done by psychologists, while secondary prevention is done by social workers.

126. Which of the following is NOT a fundamental principle of guidance?
(A) It respects the dignity and worth of the individual.
(B) It is a continuous process throughout life.
(C) It helps the individual to help themselves.
(D) It should be imposed upon the individual.

127. Which counselling approach places the most emphasis on the concepts of "unconditional positive regard," "empathy," and "congruence"?
(A) Non-directive
(B) Rational-Emotive
(C) Directive
(D) Behavioural

128. Insulin resistance, a key factor in Type 2 Diabetes, means that:
(A) The body has stopped producing insulin entirely.
(B) The body's cells do not respond properly to the insulin that is produced.
(C) The individual has a psychological resistance to taking insulin injections.
(D) The pancreas produces a defective, non-functional form of insulin.

129. A health model that considers the intricate and dynamic interplay of biological, psychological, and social factors in health and illness is the:
(A) Biomedical Model
(B) Biopsychosocial Model
(C) Infectious Disease Model
(D) Mechanistic Model

130. A campus-wide mental health awareness week designed to reduce stigma and encourage help-seeking is an example of which type of community psychology intervention?
(A) A primary prevention program
(B) A secondary prevention program
(C) A tertiary prevention program
(D) A clinical treatment program

131. The primary goal of a guidance program in a school is to:
(A) Identify and expel problematic students.
(B) Ensure all students get perfect grades.
(C) Assist in the holistic development of every student.
(D) Replace the role of teachers in academic instruction.

132. Given below are two statements regarding lifestyles:
Statement I: A health-promoting lifestyle includes regular physical activity and a balanced diet.
Statement II: A health-damaging lifestyle might involve chronic stress and substance abuse.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

133. According to Rational-Emotive Therapy, "musturbation" refers to:
(A) A healthy drive for achievement.
(B) An activating life event.
(C) The irrational belief that one must, should, or ought to do or be something.
(D) A technique for relaxation.

134. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Directive counselling is also known as counsellor-centered counselling.
Reason (R): In this approach, the counsellor takes a prominent role in diagnosing the problem and prescribing a solution, much like a physician.
(A) Both A and R are true and R is the correct

NODIA

(A) Strictly adheres to one theoretical model.
(B) Rejects all established counselling theories.
(C) Integrates and combines principles and techniques from various counselling approaches.
(D) Only uses techniques they invented themselves.

198. Given below are two statements regarding blood pressure:
Statement I: High blood pressure is both a cardiovascular disease itself and a major risk factor for other CVDs like stroke.
Statement II: The primary cause of all hypertension is excessive salt intake.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

199. For a school guidance program to be effective, it is essential that it is:
(A) A program that is identical in every school, regardless of context.
(B) Run by a single individual with no outside input.
(C) Focused only on the top 10% of students.
(D) Developed and implemented with the cooperation of teachers, parents, and administrators.

200. What is the key difference in the cause of Type 1 versus Type 2 diabetes?
(A) Type 1 is autoimmune; Type 2 is primarily related to lifestyle and insulin resistance.
(B) Type 1 is caused by a lack of insulin; Type 2 is caused by an excess of insulin.
(C) Type 1 is curable with diet; Type 2 requires lifelong insulin injections from the start.
(D) Type 1 affects the heart; Type 2 affects the kidneys.

201. Match List I (Term) with List II (Associated Approach/Concept).
List I:
P. Congruence,
Q. Disputation,
R. Synthesis,
S. Empowerment.
List II:
1. Rational-Emotive Therapy,
2. Directive Counselling,
3. Community Psychology,
4. Non-directive Counselling.
(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-4, R-2, S-3
(C) P-4, Q-2, R-1, S-3
(D) P-2, Q-1, R-3, S-4

202. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A central principle of guidance is that it is client-centered, even in a directive approach.
Reason (R): Even when a counsellor takes an active, diagnostic role, the ultimate goal is the welfare and best interest of the individual client.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

203. Which of the following is NOT a primary objective of a guidance program in a college?
(A) To help students with their academic adjustment.
(B) To provide vocational and career planning assistance.
(C) To help students with personal and emotional concerns.
(D) To act as the college's primary law enforcement body.

204. The "Biopsychosocial Model" of health emphasizes the importance of:
(A) Only biological factors in disease.
(B) The interaction between body, mind, and social environment.
(C) The idea that all illness is psychologically caused.
(D) A purely sociological view of health epidemics.

205. The primary distinction between directive and non-directive counselling lies in the:
(A) Types of clients each approach can treat.
(B) Length of the therapy sessions.
(C) Locus of control and responsibility for problem-solving.

Click Here to Buy book on Amazon

145. "Client-centered therapy" is another name for:
(A) Directive counselling
(B) Non-directive counselling
(C) Rational-Emotive therapy
(D) Community intervention

146. A program designed to teach coping skills to children of parents with mental illness, in order to prevent the children from developing similar problems, is an example of:
(A) Primary prevention
(B) Tertiary prevention
(C) Secondary prevention
(D) Clinical treatment

147. The core idea of Rational-Emotive Therapy is that emotional consequences are determined not by events themselves, but by:
(A) The individual's genetic predispositions.
(B) The individual's past life experiences.
(C) The individual's beliefs about the events.
(D) The behaviour of other people.

148. Which of the following is NOT a recognized type of diabetes?
(A) Type 1 Diabetes
(B) Type 2 Diabetes
(C) Gestational Diabetes
(D) Vascular Diabetes

149. The 'information service' in a school guidance program is primarily responsible for:
(A) Keeping secret files on students.
(B) Providing therapy to teachers.
(C) Collecting and disseminating educational, vocational, and personal-social information.
(D) Administering final examinations.

150. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Tertiary prevention in community psychology aims to reduce the long-term impact of a chronic problem.
Reason (R): An example of tertiary prevention is a rehabilitation program for individuals who have already had a stroke.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

151. Which of the following is a key principle of organizing a college guidance program?
(A) It must operate in isolation from academic departments.
(B) It should only offer vocational guidance and ignore personal issues.
(C) It should be staffed exclusively by part-time volunteers.
(D) It must be flexible and adaptable to the changing needs of students.

152. Which statement correctly identifies a pair?
(A) Rational-Emotive Therapy - Albert Ellis
(B) Directive Counselling - Carl Rogers
(C) Non-directive Counselling - E.G. Williamson
(D) Community Psychology - Sigmund Freud

153. A lifestyle that includes a balanced diet, regular exercise, stress management, and avoiding tobacco is best described as:
(A) A health-damaging lifestyle.
(B) A biomedical-focused lifestyle.
(C) A health-promoting lifestyle.
(D) An unsustainable lifestyle.

154. A person diagnosed with Type 2 diabetes is often first encouraged to:
(A) Make lifestyle changes, such as diet and exercise.
(B) Begin immediate lifelong insulin injections.
(C) Undergo pancreatic transplant surgery.
(D) Ignore the diagnosis as it is not serious.

155. In the A-B-C model of RET, 'C' stands for:
(A) The client's core condition.
(B) The counsellor's conclusion.
(C) The childhood cause.
(D) The emotional and behavioural consequences.

156. The fundamental purpose of secondary prevention is:
(A) To prevent the initial occurrence of a disorder.
(B) To stop a disease or problem from progressing through early detection and treatment.
(C) To rehabilitate individuals with chronic and severe disorders.

Downloaded from www.pdf.tube

I. Implementation of the program.
II. Evaluation of the program's effectiveness.
III. Needs assessment to identify the problem.
IV. Planning and design of the intervention.
(A) IV, III, I, II
(B) III, IV, I, II
(C) I, II, III, IV
(D) III, I, IV, II

178. The primary function of a guidance committee in a school or college is to:
(A) Plan, organize, and oversee the implementation of the guidance program.
(B) Handle all counselling cases directly.
(C) Punish students who do not follow school rules.
(D) Select the school's sports teams.

179. A health-damaging behaviour is any action that:
(A) Is performed only once but causes immediate death.
(B) Is enjoyable but frowned upon by society.
(C) Increases the susceptibility to short-term or long-term illness.
(D) Deviates from the routine of a professional athlete.

180. The core philosophy of community psychology emphasizes:
(A) A focus on individual deficits and pathology.
(B) A reliance on medication as the primary mode of intervention.
(C) The belief that community problems cannot be solved.
(D) A focus on social contexts, strengths, and prevention.

181. Match List I (Guidance Service) with List II (Function).
List I:
P. Appraisal Service,
Q. Information Service,
R. Counselling Service,
S. Follow-up Service.
List II:
1. Providing one-on-one help with personal problems,
2. Determining the status of former students,
3. Using tests and records to understand the student,
4. Providing pamphlets on careers and colleges.
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-3, Q-1, R-4, S-2

182. A major cause of Type 2 diabetes is:
(A) A viral infection that destroys the pancreas.
(B) A combination of genetic predisposition and lifestyle factors like obesity.
(C) A childhood diet that is too low in sugar.
(D) An overactive immune system.

183. In Directive Counselling, the counsellor is often described as a:
(A) Facilitator
(B) Co-traveller
(C) Reflective mirror
(D) Teacher or expert

184. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Adopting health-promoting behaviours, such as regular exercise, can reduce the risk of cardiovascular disease.
Reason (R): Exercise helps maintain a healthy weight, lowers blood pressure, and improves cholesterol levels, all of which are beneficial for heart health.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

185. A person who believes "I must be loved and approved of by everyone" is demonstrating a core irrational belief according to which theory?
(A) Non-directive Counselling
(B) Directive Counselling
(C) Rational-Emotive Counselling
(D) Community Psychology

186. The biopsychosocial model suggests that cardiovascular disease is caused by:
(A) An interaction of biological factors, psychological stress, and social habits.
(B) Only high cholesterol and hypertension.
(C) Only stress and a Type A personality.

NODIA

(D) Kidneys and urinary system.

166. A community psychologist working to change a local law to improve public park safety is an example of an intervention at what level?
(A) Individual
(B) System/Community
(C) Group
(D) Biological

167. Which of the following is NOT a health-promoting behavior?
(A) Getting regular health screenings.
(B) Eating a balanced diet.
(C) Building a strong social support network.
(D) Chronic and excessive alcohol use.

168. Consider the following statements about Type 2 Diabetes:
1. It is primarily caused by an autoimmune reaction.
2. It involves insulin resistance.
3. Lifestyle changes like diet and exercise are key to its management.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

169. The main goal of organizing a guidance program in a college is to:
(A) Create a database of student weaknesses.
(B) Ensuring that the college ranks first in university exams.
(C) Facilitate the optimal development of students in all aspects of their lives.
(D) Minimize interaction between students and faculty.

170. Which counselling approach would most likely involve the counsellor saying, "It seems you feel very hurt by that experience. Can you tell me more about that feeling?"
(A) Non-directive Counselling
(B) Directive Counselling
(C) Rational-Emotive Counselling
(D) Behavioural Counselling

171. Which one of the following is a primary prevention strategy?
(A) Screening for high blood pressure.
(B) Cardiac rehabilitation after a heart attack.
(C) Providing medication to a patient with diabetes.
(D) A nationwide campaign promoting the "five-a-day" fruit and vegetable message.

172. The belief that all health problems can be explained by physiological processes and are best treated with medical interventions is characteristic of the:
(A) Biopsychosocial model
(B) Biomedical model
(C) Holistic model
(D) Wellness model

173. Which of the following represents an incorrect pairing of a concept and its associated counselling approach?
(A) A-B-C Model - Rational-Emotive
(B) Unconditional Positive Regard - Non-directive
(C) Self-actualization - Directive
(D) Diagnosis and Prescription - Directive

174. The "placement service" as part of a school guidance program aims to:
(A) Place students in detention.
(B) Place blame for student failure.
(C) Arrange students' seating in the classroom.
(D) Help students get placed in appropriate educational courses or jobs.

175. The nature of Type 1 diabetes is that it is a(n):
(A) Autoimmune condition resulting in a lack of insulin production.
(B) Condition of insulin resistance that develops in old age.
(C) Lifestyle-induced metabolic disorder.
(D) Temporary condition related to pregnancy.

176. A support group for students on academic probation to help them develop better study skills and avoid failing is an example of:
(A) Tertiary prevention
(B) Secondary prevention
(C) Primary prevention
(D) Universal prevention

177. Chronologically arrange the stages of community intervention:

Click Here to Buy book on Amazon

explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

135. Atherosclerosis is a primary underlying cause of many:
(A) Types of diabetes.
(B) Autoimmune disorders.
(C) Infectious diseases.
(D) Cardiovascular diseases.

136. Match List I (Psychologist) with List II (Core Concept/Approach).
List I:
P. Carl Rogers,
Q. Albert Ellis,
R. E.G. Williamson,
S. Community Psychology.
List II:
1. A-B-C Model of Beliefs,
2. Counsellor as Diagnostician,
3. Unconditional Positive Regard,
4. Prevention and Empowerment.
(A) P-3, Q-1, R-2, S-4
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-1, R-4, S-3

137. Which of the following is the best describes the need for guidance and counselling in modern society?
(A) It is an outdated practice no longer required.
(B) It is only required for individuals with diagnosed psychiatric conditions.
(C) It is increasingly necessary to help individuals navigate complex personal, educational, and vocational challenges.
(D) It is a luxury affordable only by the wealthy.

138. Which of these is an example of a health-damaging behaviour?
(A) Maintaining a sedentary lifestyle with minimal physical activity.
(B) Consuming a diet high in fibre.
(C) Engaging in regular stress-management practices.
(D) Getting 7-8 hours of sleep per night.

139. A school screening program to identify children with early signs of learning difficulties to provide them with support is a form of:
(A) Primary prevention.
(B) Tertiary prevention.
(C) Universal guidance.
(D) Secondary prevention.

140. In the non-directive approach, the counsellor's primary tool is:
(A) Their expertise in psychological testing.
(B) The therapeutic relationship itself.
(C) Their ability to provide direct advice.
(D) Their knowledge of psycho-pharmacology.

NODIA

141. Consider the following characteristics regarding diabetes:
1. It is a chronic metabolic disorder.
2. It is characterized by high blood glucose.
3. It can lead to long-term complications affecting eyes, kidneys, and nerves.
Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

142. The philosophy that an individual is "the best expert on himself/herself" is most closely aligned with which counselling approach?
(A) Directive Counselling
(B) Rational-Emotive Counselling
(C) Psychoanalytic Counselling
(D) Non-directive Counselling

143. An effective guidance program in a college must be:
(A) Integrated into the overall educational mission of the college.
(B) A one-time event at the beginning of the year.
(C) Secretive and confidential from the faculty.
(D) Focused solely on punishing rule-breakers.

144. High levels of LDL cholesterol ("bad cholesterol") are a major cause of:
(A) Type 1 Diabetes.
(B) The buildup of plaque in arteries (atherosclerosis).
(C) The body's inability to produce insulin.
(D) Irrational beliefs as per RET.

(D) Only a poor diet and lack of exercise.

187. Which principle of guidance emphasizes that it should be an integral part of the educational process, not just an add-on service?
(A) The principle of isolation
(B) The principle of all-or-nothing
(C) The principle of exclusivity
(D) The principle of integration

188. Consider the following characteristics regarding intervention programs:
1. They are focused on early detection.
2. They are aimed at individuals who already show early symptoms.
3. A blood pressure screening clinic is a good example.

Which of the above are characteristics of secondary prevention programs?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

189. Which of the following is NOT a type of cardiovascular disease?
(A) Myocardial infarction (heart attack)
(B) Stroke
(C) Nephropathy
(D) Hypertension

190. What is the fundamental difference between the role of the counsellor in directive versus non-directive therapy?
(A) Directive counsellors use medication; non-directive counsellors do not.
(B) Directive counsellors work in schools; non-directive counsellors work in hospitals.
(C) There is no fundamental difference in their roles.
(D) Directive counsellors are active and diagnostic; non-directive counsellors are facilitative and reflective.

191. A health model that focuses on identifying risk factors and promoting behaviors that enhance wellness before illness occurs is best described as:
(A) Preventive
(B) Curative
(C) Pathogenic
(D) Reactive

192. Which statement regarding the need for counselling is most accurate?
(A) Only people with severe mental disorders need counselling.
(B) Counselling is a process that can benefit anyone facing life's challenges or seeking personal growth.
(C) The need for counselling indicates a personal failure or weakness.
(D) Once a person receives counselling, they will never have problems again.

193. The "follow-up service" in a guidance program is crucial for:
(A) Punishing students who do not follow advice.
(B) Assessing the effectiveness of the guidance provided and offering further assistance.
(C) Forcing students into specific careers.
(D) Gathering gossip about former students.

194. In Albert Ellis's A-B-C framework, which component is the primary target for therapeutic change?
(A) B - The Belief System
(B) A - The Activating Event
(C) C - The emotional Consequence
(D) The therapist's own beliefs

195. Which of the following would be considered a health-damaging behavior?
(A) Regular consumption of a variety of fruits and vegetables.
(B) Engaging in a hobby for relaxation.
(C) Chronic sleep restriction to less than 5 hours per night.
(D) Practicing safe sex.

196. The core idea behind primary prevention in community psychology is:
(A) To reduce the severity of existing problems.
(B) To intervene at the earliest sign of a problem.
(C) To provide long-term therapy for chronic issues.
(D) To stop problems from happening in the first place.

197. The term "eclectic counselling" refers to an approach where the counsellor:

Downloaded from www.pdf.tube

217. In psychological theory, which counselling approach is most 'intellectual' or 'cognitive' in its focus?
(A) Directive
(B) Non-directive
(C) Rational-Emotive
(D) Community-based

218. A health-damaging behavior, like a poor diet, contributes to cardiovascular disease primarily by:
(A) Leading to risk factors like obesity, high cholesterol, and hypertension.
(B) Causing immediate and sudden heart failure.
(C) Directly infecting the heart with bacteria.
(D) Weakening the individual's belief in medicine.

219. The "individual inventory service" in a school guidance program refers to the systematic collection of data about each student. The primary purpose of this is to:
(A) Report misbehavior to parents.
(B) Create a ranking of all students from best to worst.
(C) Share student secrets with teachers.
(D) Help the student and the counsellor better understand the student's abilities, interests, and needs.

220. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The non-directive approach to counselling is rooted in a humanistic view of people.
Reason (R): It posits that individuals have an innate tendency to grow and self-actualize if provided with the right therapeutic conditions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

221. An intervention in community psychology that focuses on helping a person with a long-term chronic illness to find housing and employment is best classified as:
(A) Primary prevention
(B) Secondary prevention
(C) Tertiary prevention
(D) Universal prevention

222. Which of the following is the most accurate description of the nature of cardiovascular disease?
(A) It is a single disease with a single cause.
(B) It is an acute infectious condition that is easily cured.
(C) It is a disease that only affects men over 60.
(D) It is a broad term for a range of diseases affecting the heart and blood vessels.

223. What is the ultimate goal of guidance?
(A) To help the individual become capable of self-guidance.
(B) To make decisions for the individual.
(C) To ensure the individual never makes a mistake.
(D) To provide a permanent solution to all life problems.

224. Which of the following counselling approaches is characterized as counsellor-centered, focuses on diagnosis and analysis, and identifies E.G. Williamson as its key proponent?
(A) Non-directive Counselling
(B) Rational-Emotive Counselling
(C) Directive Counselling
(D) Gestalt Therapy

NODIA

225. A college is planning to start a guidance program. What should be its very first step?
(A) Purchase a building for the guidance office.
(B) Form a committee to conduct a needs-assessment of the student body.
(C) Hire a famous psychologist to give a one-time lecture.
(D) Design and print thousands of informational brochures.

226. A lifestyle characterized by smoking, a high-fat diet, and lack of exercise is a prototype of:
(A) A health-damaging lifestyle
(B) A health-promoting lifestyle
(C) A typical athlete's lifestyle
(D) A lifestyle prescribed by the biomedical model

(D) Educational qualifications of the counsellor.

206. A health-promoting lifestyle is best characterized as:
(A) A rigid set of rules that must be followed perfectly.
(B) A one-time decision to be healthy.
(C) Something that is only relevant for people who are already sick.
(D) A conscious and ongoing effort to engage in behaviors that support well-being.

207. Which of the following terms best describes the broad umbrella for activities such as vocational counselling, social skills training, and helping students choose academic subjects?
(A) Community Intervention
(B) Guidance and Counselling
(C) Medical Treatment
(D) Tertiary Prevention

208. Which of the following represents a correct physiological pairing?
(A) High blood sugar - Characteristic of hypertension
(B) Insulin resistance - Characteristic of Type 2 Diabetes
(C) Plaque buildup - Characteristic of Type 1 Diabetes
(D) Autoimmune attack - Characteristic of atherosclerosis

209. A workshop teaching new teachers how to identify and refer students with signs of depression is an example of an activity related to:
(A) Primary prevention
(B) Secondary prevention
(C) Tertiary prevention
(D) Program evaluation

210. In the A-B-C model, if a student fails an exam (A) and feels depressed (C), a Rational-Emotive therapist would focus on the:
(A) Belief (B) - such as "I am a total failure for failing this exam."
(B) Activating event (A) - by trying to change the grade.
(C) Consequence (C) - by prescribing antidepressant medication.
(D) The professor who gave the failing grade.

211. Which one of the following is an example of a non-modifiable risk factor for cardiovascular disease?
(A) Smoking
(B) Sedentary lifestyle
(C) Family history/genetics
(D) High-fat diet

212. The principle of 'acceptance' in counselling implies that the counsellor:
(A) Must agree with all of the client's actions and decisions.
(B) Accepts responsibility for solving the client's problems.
(C) Must accept every individual who asks for an appointment.
(D) Accepts the client as a person of worth without passing judgment.

213. For a college guidance program to be successful, the cooperation of which group is most vital, alongside the counsellors?
(A) The campus security guards
(B) The cafeteria staff
(C) The teaching faculty and administration
(D) The local city council

214. Which of these is NOT a primary goal of community psychology?
(A) Understanding people within their ecological contexts.
(B) Focusing exclusively on individual-level defects and their treatment.
(C) Promoting individual and community well-being.
(D) Emphasizing prevention, empowerment, and social justice.

215. The main therapeutic task in Rational-Emotive Therapy is:
(A) To provide empathy and warmth.
(B) To uncover repressed memories.
(C) To analyze dreams and free associations.
(D) To dispute and challenge irrational beliefs.

216. A patient with Type 1 Diabetes must take insulin because their body:
(A) Has ceased to produce insulin.
(B) Is resistant to its own insulin.
(C) Produces too much insulin.
(D) Cannot absorb glucose from food.

Click Here to Buy book on Amazon

(D) To promote general wellness in the entire population.

157. The "counselling service" within a larger guidance program is the component that focuses on:
(A) Gathering data about students.
(B) Providing information about careers.
(C) The one-on-one or small group relationship to help students with their problems.
(D) Placing students in appropriate jobs or courses.

158. Consider the following conditions:
1. Unconditional positive regard
2. Empathy
3. Congruence

Which of the above conditions are considered necessary for therapeutic change in the Non-directive approach?
(A) Rational-Emotive Therapy
(B) Directive Counselling
(C) Psychoanalysis
(D) Non-directive Counselling

159. Which of the following is a primary cause of cardiovascular disease?
(A) Atherosclerosis and hypertension.
(B) A diet rich in fruits and vegetables.
(C) Regular moderate exercise.
(D) Healthy blood sugar levels.

160. Which of the following is the most compelling reason for having guidance programs in schools?
(A) Schools have extra funds that need to be spent.
(B) The developmental needs and challenges of students in a complex world require systematic support.
(C) Teachers are not qualified to talk to students.
(D) It is a government mandate with no real purpose.

161. Match List I (Approach/Model) with List II (Core Idea).
List I:
P. Biopsychosocial model,
Q. Directive Counselling,
R. Non-directive Counselling,
S. Rational-Emotive Counselling.
List II:
1. The client has the capacity for self-healing,
2. Irrational beliefs are the cause of distress,
3. Health is a product of biological, psychological, and social factors,
4. The counsellor diagnoses and prescribes solutions.
(A) P-4, Q-3, R-1, S-2
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

162. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Non-directive counselling is also called client-centered counselling.
Reason (R): The client, not the counsellor, is at the center of the therapeutic process and directs its course.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

163. The statement "My life must be easy and free of problems, and if it's not, it's awful and I can't stand it" is an example of what Albert Ellis would call a(n):
(A) Activating event
(B) Rational belief
(C) Irrational belief
(D) Positive affirmation

164. What is a key difference between guidance and counselling?
(A) Guidance is only done in groups, while counselling is always one-on-one.
(B) There is no difference; the terms are perfectly interchangeable.
(C) Guidance is for educational problems, while counselling is for personal problems.
(D) Guidance is preventive and developmental, while counselling is remedial and therapeutic.

165. The term 'cardiovascular' refers to the:
(A) Lungs and respiratory system.
(B) Brain and nervous system.
(C) Heart and blood vessels.

NODIA

227. Match List I (Health Condition) with List II (Primary Feature/Cause).
List I:
P. Type 1 Diabetes,
Q. Type 2 Diabetes,
R. Coronary Heart Disease,
S. Stroke.
List II:
1. Blockage of arteries supplying the heart,
2. Interruption of blood flow to the brain,
3. Autoimmune destruction of pancreatic cells,
4. Insulin resistance and relative insulin deficiency.
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

228. Which counselling approach is based on the premise that "people are not disturbed by events, but by their perception of events"?
(A) Directive Counselling
(B) Non-directive Counselling
(C) Community Psychology
(D) Rational-Emotive Counselling

229. Setting up a crisis hotline for students who are feeling suicidal is an example of:
(A) Primary prevention
(B) Tertiary prevention
(C) Secondary prevention
(D) A purely informational service

230. A key component in organizing an effective guidance program in a school is:
(A) Ensuring the program is kept secret from parents.
(B) Securing the support and collaboration of the entire school staff.
(C) Making sure the counsellor never leaves their office.
(D) Focusing only on students who get good grades.

231. The term "congruence" or "genuineness" in non-directive counselling refers to the counsellor being:
(A) A blank screen onto which the client projects feelings.
(B) Authentic, transparent, and real in the therapeutic relationship.
(C) In agreement with everything the client says.
(D) An expert who maintains a detached, professional role.

232. Given below are two statements regarding disease classification:
Statement I: Both cardiovascular disease and Type 2 diabetes are often referred to as "lifestyle diseases".
Statement II: This is because modifiable lifestyle factors like diet, exercise, and smoking play a significant role in their development.
(A) Both Statement I and Statement II are true, and Statement II is the correct explanation of Statement I.
(B) Both Statement I and Statement II are true, but Statement II is not the correct explanation of Statement I.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

233. The most fundamental need for guidance and counselling in educational settings stems from the need to:
(A) Address the individual differences among students.
(B) Make all students conform to a single standard.
(C) Fill up the free time students have.
(D) Provide an alternative to academic learning.

234. In community psychology, a "prevention" orientation means:
(A) Focusing on proactive strategies to stop problems before they arise or escalate.
(B) Waiting for problems to become severe before acting.
(C) Denying that social problems exist.
(D) Only offering one-on-one therapy to individuals.

235. Which of the following is an INCORRECT statement about health-promoting lifestyles?
(A) They involve behaviours that enhance or maintain health.
(B) They can reduce the risk of chronic diseases.
(C) They include aspects like stress management and social support.
(D) They are solely focused on physical exercise.

NODIA

(A) Force students to follow advice.
(B) Evaluate the program's success.
(C) Publicize student records.
(D) Maintain discipline in class.

www.nodia.in

Downloaded from www.pdf.tube

246. Which statement is INCORRECT regarding the need for guidance and counselling?
(A) It helps in the vocational development of the individual.
(B) It is a remedial process meant only for problem students.
(C) It helps in the personal and social adjustment of the individual.
(D) It facilitates the all-round development of the individual.

247. The primary goal of secondary prevention in community psychology is:
(A) To stop a problem from ever occurring.
(B) To reduce the negative after-effects of a chronic problem.
(C) To promote wellness in the general population.
(D) To identify and intervene with a problem at its earliest stages.

248. In the Directive counselling model, the counsellor's first step is 'Analysis', which involves:
(A) Collecting data about the client from various sources.
(B) Giving the solution to the client.
(C) Challenging the client's irrational beliefs.
(D) Reflecting the client's feelings.

249. Which of the following is a key cause of Type 1 Diabetes?
(A) Obesity and a sedentary lifestyle.
(B) Age-related decline in insulin sensitivity.
(C) An autoimmune process that destroys pancreatic beta cells.
(D) A diet excessively high in sugar during adolescence.

250. The core idea that irrational thoughts lead to emotional distress is the foundation of which therapy?
(A) Rational-Emotive Therapy
(B) Non-directive Therapy
(C) Client-Centered Therapy
(D) Psychoanalytic Therapy

251. The most significant difference between the biomedical and biopsychosocial models of health is that the biopsychosocial model:
(A) Denies the role of biology in illness.
(B) Considers only social determinants of health.
(C) Is less scientific and comprehensive than the biomedical model.
(D) Considers psychological and social factors as important as biological factors.

252. Which of the following is NOT a principle of effective guidance?
(A) Guidance is a continuous and lifelong process.
(B) Guidance is a service exclusively for the intellectually gifted.
(C) Guidance is based on individual differences.
(D) Guidance is a collaborative effort involving the individual, home, school, and community.

253. In organizing a guidance program for a school, which activity would fall under the 'Information Service'?
(A) Administering an aptitude test to a student.
(B) Conducting a one-on-one counselling session about anxiety.
(C) Displaying posters and brochures about different career paths.
(D) Helping a student with a substance abuse problem.

254. Which of the following pairs is incorrectly matched?
(A) Primary Prevention - Preventing onset
(B) Secondary Prevention - Early detection
(C) Tertiary Prevention - Rehabilitation
(D) Primary Prevention - Treating chronic illness

255. Both Directive and Rational-Emotive counselling can be considered 'directive' in the sense that they both:
(A) Rely on the counsellor to maintain a passive, reflective role.
(B) Involve the counsellor in an active role in guiding the therapeutic process.
(C) Use medical prescriptions as the primary method for treating clients.
(D) Focus exclusively on uncovering childhood trauma in every session.

256. A major health risk associated with a sedentary lifestyle and poor diet is the development of:

NODIA

9. (C) Irrational beliefs regarding specific life events.
Rational-Emotive Therapy posits that psychological distress does not stem directly from negative life events, but rather from the irrational interpretations individuals place on those events. These beliefs often involve absolutist demands, such as "musts" or "shoulds," which lead to emotional disturbances. Therapy focuses on identifying, challenging, and replacing these illogical thought patterns with more flexible and rational philosophies.

10. (A) They are designed to solve only the problems of delinquent students.
Guidance programs in educational institutions are inclusive services designed for the benefit of every student, regardless of their behavioral or academic standing. They facilitate holistic development by addressing academic planning, personal-social adjustment, and career exploration. Restricting these services to delinquent students overlooks the developmental needs of the broader student population who require support for healthy growth.

11. (A) 1 only
Hypertension is a major modifiable risk factor for cardiovascular diseases, significantly increasing the likelihood of heart attacks and strokes. While genetics play a role, cardiovascular diseases are not caused exclusively by hereditary factors. Lifestyle modifications, including improved diet and regular physical activity, are actually critical components in the management and prevention of these conditions across diverse patient populations.

12. (B) To identify the specific guidance and counselling needs of the student population.
A needs assessment is a systematic process used to determine the gap between current conditions and desired outcomes. In a college setting, it helps administrators understand the unique challenges students face, such as academic stress or career indecision. This data allows the institution to tailor its guidance services and allocate resources effectively to meet the actual requirements of students.

13. (C) Non-directive counselling
Developed by Carl Rogers, non-directive counseling emphasizes the client's inherent capacity for self-actualization and problem-solving. The therapist acts as a facilitator rather than an expert authority, providing empathy, genuineness, and unconditional positive regard. This approach allows the client to take the lead in the therapeutic process, exploring their feelings and finding their own path toward personal growth.

14. (D) The hardening and narrowing of arteries due to plaque buildup.
Atherosclerosis is a chronic condition characterized by the accumulation of fats, cholesterol, and other substances on artery walls, forming plaques. Over time, these plaques harden and narrow the arteries, restricting blood flow to vital organs. This process is a primary underlying cause of many cardiovascular issues, including coronary heart disease, peripheral artery disease, and various types of strokes.

15. (A) P-4, Q-1, R-3, S-2
Primary prevention aims at general populations, such as school-wide anti-smoking campaigns. Secondary prevention involves early detection, like diabetes screening. Directive counseling features the counselor providing specific solutions to the client's problems. Finally, health-promoting behaviors include lifestyle choices like regular physical activity. Matching these correctly requires understanding the timing and intent of different psychological and health-related interventions and services.

16. (B) To identify and treat problems at an early stage.
Secondary prevention in community psychology is designed for early intervention after a problem has begun but before it causes significant impairment. It targets individuals or groups showing early signs of difficulty. By providing prompt treatment or support, these interventions aim to shorten the duration of the disorder and prevent it from progressing into a more chronic or debilitating state.

17. (B) Rational-Emotive Counselling
The A-B-C model is a cornerstone of Rational-Emotive Behavior Therapy. It explains how an activating event leads to certain beliefs, which then produce emotional or behavioral consequences. Therapy focuses on the "B"

Click Here to Buy book on Amazon

disease,
3. Actions to enhance health and well-being,
4. Preventing the initial occurrence of a disease.

(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-4, R-2, S-3
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-2, R-1, S-3

267. In a school setting, guidance is needed to help students with all of the following EXCEPT:
(A) Choosing subjects and future careers.
(B) Developing interpersonal skills and resolving conflicts.
(C) Coping with personal and emotional stress.
(D) Managing their parents' financial investments.

268. The non-directive counselling approach is based on the core belief that:
(A) The counsellor is the expert who holds the answers.
(B) Humans have an innate drive toward self-actualization.
(C) Irrational thoughts are the root of all problems.
(D) Behavior is shaped by rewards and punishments.

269. A person who has had Type 2 Diabetes for many years and is now receiving treatment for kidney failure is an example of a situation addressed by:
(A) Primary prevention
(B) Secondary prevention
(C) Tertiary prevention
(D) Health promotion

270. In organizing a school guidance program, what is the role of the 'counselling service'?
(A) To gather, organize, and maintain student records.
(B) To provide information about jobs, training, and further education.
(C) To evaluate the overall effectiveness of the guidance program.
(D) To offer a professional, helping relationship to assist students with their concerns.

271. Consider the following statements:
1. Health-damaging behaviors increase disease risk.
2. Health-promoting behaviors are difficult and offer no benefits.
3. Lifestyle choices have a significant impact on long-term health outcomes.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

272. The main difference between a primary and a secondary prevention program is the:
(A) Cost of the program.
(B) Target population and timing of the intervention.
(C) Professional qualifications of the staff.
(D) Location where the program is held.

273. The counselling approach that heavily emphasizes logic, reason, and the scientific method of questioning beliefs is:
(A) Non-directive Counselling
(B) Rational-Emotive Counselling
(C) Psychoanalytic Counselling
(D) Person-centered Counselling

274. A key cause of atherosclerosis, which underlies much cardiovascular disease, is:
(A) An accumulation of cholesterol and other substances in the arterial walls.
(B) Chronically low blood pressure.
(C) A lack of glucose in the bloodstream.
(D) An overactive thyroid gland.

NODIA

275. A guidance program in a college that is well-organized will typically have:
(A) Only one single service for academic needs.
(B) No defined program objectives or evaluation.
(C) A variety of services to meet diverse needs.
(D) Staff that are not trained in guidance work.

276. What is the primary cause of Type 1 diabetes?
(A) Lifestyle factors such as diet and exercise.
(B) The aging process in elderly individuals.
(C) Unmanaged chronic psychological stress.
(D) Genetic and autoimmune destruction of cells.

277. The concept of "empowerment" is central to which field?
(A) Directive Counselling

(A) Increased physical fitness.
(B) Type 2 diabetes and cardiovascular disease.
(C) Stronger immune function.
(D) Improved mental acuity.

257. A community program that provides job skills training and supported employment for individuals with long-term mental health issues is an example of:
(A) Primary prevention
(B) Tertiary prevention
(C) Secondary prevention
(D) Universal prevention

258. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In client-centered (non-directive) therapy, the counsellor tries to understand the client's world from the client's point of view.
Reason (R): This empathetic understanding is believed to be a core ingredient that facilitates the client's own capacity for growth and healing.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

259. The main cause of Type 2 Diabetes involves:
(A) A virus that attacks the pancreas.
(B) A complete absence of insulin from birth.
(C) The body's inability to effectively use the insulin it produces.
(D) An allergic reaction to sugar.

260. Which of the following tasks are most characteristic of the Directive counselling approach?
1. Actively diagnosing the client's problem.
2. Prescribing a course of action for the client.
3. Analyzing data from tests to understand the client.
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

261. The successful organization of a guidance program in a college heavily depends on:
(A) The number of sports facilities available.
(B) The location of the college in a major city.
(C) The clear articulation of its objectives and the support of the college administration.
(D) The strictness of its disciplinary rules.

262. Which of the following is the best example of a health-promoting lifestyle choice?
(A) Adopting a sedentary work and home life.
(B) Consistently choosing nutrient-dense foods over highly processed ones.
(C) Using tobacco products to manage stress.
(D) Avoiding all medical check-ups to reduce anxiety.

263. A stroke and a heart attack are both types of:
(A) Acute psychological complications.
(B) Inherited autoimmune disorders.
(C) Health-promoting interventions.
(D) Cardiovascular disease conditions.

264. What is the role of 'B' (Beliefs) in the A-B-C model of Rational-Emotive Therapy?
(A) It is the cognitive filter through which an event is interpreted, and it causes the reaction.
(B) It is the activating event or situation.
(C) It is the emotional or behavioral reaction.
(D) It is the desired behavioral change.

265. Which statement accurately reflects the principles of community psychology?
(A) Community problems are best solved through individual medication only.
(B) The government is the sole provider of all community health needs.
(C) People must be understood within their ecological and social contexts.
(D) Prevention programs are generally too costly to be implemented effectively.

266. Match List I (Prevention Type) with List II (Focus).
List I:
P. Primary,
Q. Secondary,
R. Tertiary,
S. Health Promotion.
List II:
1. Early identification and prompt treatment,
2. Reducing complications of an established

Downloaded from www.pdf.tube

(C) An autoimmune attack on the liver.
(D) Chronic failure of the respiratory system.

289. The need for guidance and counselling arises from the fact that individuals:
(A) Are generally incapable of thought.
(B) Require assistance in making choices.
(C) Live in an easy and static society.
(D) Face simple, unambiguous life paths.

290. Match List I (Counselling Concept) with List II (Associated School of Thought).
List I:
P. Irrational Beliefs,
Q. Unconditional Positive Regard,
R. Diagnosis and Prescription,
S. System-level Intervention.
List II:
1. Directive Counselling,
2. Community Psychology,
3. Non-directive Counselling,
4. Rational-Emotive Counselling.
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-1, S-2
(C) P-4, Q-1, R-3, S-2
(D) P-2, Q-3, R-1, S-4

291. Which of the following is NOT a type of intervention in community psychology?
(A) Primary prevention
(B) Secondary prevention
(C) Regressive intervention
(D) Tertiary prevention

292. A health-damaging lifestyle is dangerous because its effects are often:
(A) Immediate and visible right away.
(B) Universally beneficial to the body.
(C) Unrelated to chronic disease risk.
(D) Cumulative over a period of time.

293. The philosophy of "helping students to help themselves" is the guiding principle of:
(A) Punitive discipline
(B) Athletic coaching
(C) Guidance services
(D) Final examinations

294. In Rational-Emotive Therapy, after identifying the activating event (A), belief (B), and consequence (C), the next step is:
(A) Activation (A)
(B) Disputation (D)
(C) Reaction (R)
(D) Evaluation (E)

295. Which of the following best describes the nature of diabetes?
(A) A contagious bacterial infection.
(B) A transient psychological state.
(C) A disease of the skeletal bones.
(D) A chronic metabolic disorder.

296. A community psychologist working to change policies in a school system to make it more culturally sensitive and inclusive for all students is engaging in:
(A) System-level intervention
(B) Traditional one-on-one therapy
(C) Biomedical disease treatment
(D) Secondary prevention only

297. The counselling approach that puts the most faith in the client's inner resources and potential for growth is:
(A) Directive
(B) RET
(C) Non-directive
(D) Behavioural

298. Consider the following steps for organizing a guidance program:
1. Creating a guidance committee.
2. Assessing the needs of the students.
3. Formulating clear objectives for the program.

Which of the above are essential early steps in a school or college?
(A) 1 and 2 only
(B) 2 and 3 only
(C) 1 and 3 only
(D) 1, 2, and 3

NODIA

299. Hypertension and high cholesterol are significant causes of:
(A) Type 1 Diabetes
(B) Non-directive therapy
(C) Political disempowerment
(D) Cardiovascular disease

300. The primary purpose of a 'follow-up' service in a guidance program is to:

236. In the Directive counselling approach by E.G. Williamson, what does 'Diagnosis' involve?
(A) The client diagnosing their own problem.
(B) The counsellor identifying the nature and cause of the client's problem.
(C) A medical diagnosis of a physical illness.
(D) The process of gathering information through tests.

237. The development of Type 2 diabetes is most closely associated with which physiological process?
(A) Autoimmune destruction of the pancreas.
(B) A complete and sudden stop in insulin production.
(C) The body's cells becoming resistant to the effects of insulin.
(D) A severe viral infection.

238. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A school guidance program should be evaluated periodically.
Reason (R): Evaluation helps in determining the program's effectiveness, identifying its strengths and weaknesses, and making necessary improvements.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

239. A counsellor helps a client to see that the belief "I must be perfect at all times" is irrational and is the source of their anxiety. This intervention is characteristic of:
(A) Rational-Emotive Counselling
(B) Non-directive Counselling
(C) Directive Counselling
(D) Community Intervention

240. Which of the following is a primary prevention activity?
(A) Providing speech therapy to a child who stutters.
(B) Teaching parenting skills to all new parents in a community.
(C) A rehabilitation program for recovering alcoholics.
(D) Screening factory workers for early signs of lung disease.

241. Which health model best accommodates the study of the role of stress in hypertension, the impact of social support on recovery, and the influence of beliefs on treatment adherence?
(A) The Biomedical model
(B) The Pathogenic model
(C) The Biopsychosocial model
(D) The Infectious model

242. The main principle of Non-directive counselling is to provide an atmosphere in which the client can:
(A) Grow, develop, and find their own solutions.
(B) Receive direct instructions on how to live.
(C) Behave in any way they want without consequence.
(D) Be psychoanalyzed by an expert.

243. The "follow-up service" in a college guidance program is designed to:
(A) Follow students around campus to ensure they attend classes.
(B) Provide a continuous stream of advice after the student has left college.
(C) Check on graduates' career progress and the effectiveness of the guidance they received.
(D) Punish students who failed to follow the counsellor's advice.

244. Atherosclerosis, the buildup of fatty plaques in arteries, is a central process in the development of:
(A) Type 1 diabetes
(B) Many forms of cardiovascular disease
(C) Rational-emotive disorders
(D) Autoimmune conditions

245. Which of the following is an example of a health-promoting behaviour?
(A) Smoking two packs of cigarettes a day.
(B) Eating a diet primarily composed of fast food.
(C) Engaging in 30 minutes of moderate exercise five days a week.
(D) Experiencing chronic, unmanaged stress.

Click Here to Buy book on Amazon

ANSWERS

1. (B) Behaviours undertaken by people to enhance or maintain their health.
   A health-promoting lifestyle encompasses proactive choices and actions that aim to improve an individual's physical, mental, and social well-being. Unlike disease prevention which focuses on avoiding specific illnesses, these behaviors focus on positive growth and potential. This includes regular exercise, balanced nutrition, and stress management techniques which collectively contribute to long-term vitality and quality of life.

2. (A) It is an autoimmune condition where the body attacks its own pancreatic cells.
   Type 1 diabetes is primarily defined by the immune system mistakenly attacking and destroying the insulin-producing beta cells within the pancreas. This results in a total or near-total deficiency of insulin, making patients dependent on external insulin administration for survival. It usually manifests during childhood or adolescence and is distinct from lifestyle-related metabolic insulin resistance conditions.

3. (A) Both Statement I and Statement II are true.
   Directive counseling involves a structured approach where the counselor assumes a leadership role in diagnosing issues and prescribing solutions. Conversely, non-directive counseling relies on the client's internal resources for self-discovery and resolution. Both methods serve distinct therapeutic purposes, either providing expert-led guidance for specific problems or facilitating long-term personal growth through a supportive and client-led environment.

4. (D) Primary prevention
   Primary prevention involves activities and interventions designed to prevent the onset of a disease or injury before it occurs. Community-wide campaigns promote healthy habits among the general population to reduce risk factors across the board. By encouraging exercise and nutrition before obesity develops, these programs aim to lower the overall incidence of chronic conditions within the entire community.

5. (C) Engaging in regular, moderate exercise
   Health-damaging behaviors are actions that increase the risk of illness or injury, such as substance abuse, sedentary habits, or poor sleep. Regular moderate exercise is actually a health-promoting behavior because it strengthens the cardiovascular system, improves metabolic health, and enhances mental well-being. It serves as a protective factor against many chronic diseases rather than causing physical harm.

6. (B) Principle of Acceptance
   The principle of acceptance in counseling requires the practitioner to view the client as a person of inherent worth and dignity. This involves providing a non-judgmental environment where the client feels safe to express thoughts and feelings without fear of rejection. This unconditional positive regard is essential for building a strong therapeutic alliance and fostering the client's self-esteem.

7. (D) A secondary prevention programme
   Secondary prevention focuses on identifying and treating problems in their early stages to prevent them from becoming more severe. When a counselor works with a student already experiencing anxiety symptoms, they are intervening to manage the current condition and reduce its immediate impact. This differs from primary prevention, which would target all students before any symptoms of anxiety appeared.

8. (A) Both A and R are true and R is the correct explanation of A.
   The biopsychosocial model offers a comprehensive view of health by integrating biological traits, psychological states, and social environments. This contrasts with the older biomedical model, which primarily focuses on physical pathogens and physiological malfunctions. Because health outcomes are influenced by lifestyle and social support alongside genetics, the integrated approach is more effective for modern clinical diagnosis and treatment.

Downloaded from www.pdf.tube

(B) Rational-Emotive Therapy
(C) Community Psychology
(D) Biomedical Model

278. Which of the following is NOT a principle for organizing a school guidance program?
(A) The program should be systematically planned.
(B) The program must be rigid and unchangeable.
(C) The program should be based on student needs.
(D) The program requires a cooperative school staff.

279. The term "unconditional positive regard," a cornerstone of non-directive counselling, means the counsellor:
(A) Agrees with everything the client does.
(B) Likes the client as a personal friend.
(C) Maintains a positive social demeanor.
(D) Accepts the client without judgment.

280. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Community psychology interventions are often designed to be preventive.
Reason (R): It is generally more effective and ethical to prevent widespread problems like substance abuse or school dropout than to treat them one by one after they occur.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

281. The main difference in the nature of Directive vs. Non-directive counselling lies in the:
(A) Professional setting of the session.
(B) Cost of the fees charged to the client.
(C) Degree of counsellor control in sessions.
(D) Age of the client receiving the service.

282. A public service announcement on television that warns about the dangers of smoking is an example of what type of intervention?
(A) Primary prevention
(B) Tertiary prevention
(C) Secondary prevention
(D) Acute clinical treatment

283. Which of the following is considered a health-promoting behavior?
(A) A sedentary lifestyle with little movement.
(B) Continuous smoking of tobacco products.
(C) Consumption of a highly processed diet.
(D) Effective and regular stress management.

284. Insulin resistance is the hallmark characteristic of:
(A) Type 1 Diabetes
(B) Type 2 Diabetes
(C) Gestational Diabetes
(D) Pancreatic cancer

285. A counsellor who listens carefully to a student's problem and then says, "Based on my analysis of your test scores and your stated interests, I recommend you pursue a career in engineering," is using a(n) _____ approach.
(A) Non-directive
(B) Eclectic
(C) Directive
(D) Psychoanalytic

286. An essential component for organizing a guidance program in a school is to have:
(A) A minimum of ten counsellors on staff.
(B) A system to punish all student errors.
(C) No parent involvement in the program.
(D) Clear and measurable program objectives.

287. Given below are two statements regarding counselling activity:
Statement I: Both Directive and Rational-Emotive counselling are considered "active" therapies where the therapist takes a strong lead.
Statement II: Non-directive counselling is considered "passive" in that the therapist's main role is to listen and reflect.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

288. Which of the following is a direct cause of a heart attack (myocardial infarction)?
(A) A sudden drop in measurable blood sugar.
(B) A blockage in the coronary arteries.

NODIA

component, helping individuals recognize how their irrational beliefs about events lead to distress. By changing these beliefs, clients can experience healthier emotional outcomes and more adaptive behaviors.

18. (A) Type 2 Diabetes
Insulin resistance is a condition where the body's cells, particularly in muscles, fat, and the liver, do not respond effectively to insulin. This prevents glucose from entering the cells easily, leading the pancreas to produce more insulin to compensate. Eventually, the pancreas cannot keep up, resulting in elevated blood sugar levels, which is the primary hallmark of Type 2 diabetes.

19. (C) A facilitator who provides a safe and accepting environment for client exploration.
In non-directive counseling, the practitioner avoids taking an authoritative or diagnostic role. Instead, they focus on creating a therapeutic climate characterized by empathy and unconditional positive regard. This supportive environment empowers the client to explore their own experiences and feelings. The counselor's role is to reflect the client's thoughts, helping them gain insight and move toward self-directed change.

20. (C) II, III, I
The Rational-Emotive A-B-C model follows a logical sequence starting with the activating event. This event is processed through the individual's belief system, which contains both rational and irrational thoughts. These beliefs then directly cause the emotional and behavioral consequences that follow. Correctly arranging these steps is essential for understanding how cognitive processes mediate between external environmental stimuli and internal emotional reactions.

21. (C) A successful program requires the active involvement of faculty, administration, and students.
Organizing a guidance program in a college is a collaborative effort that extends beyond the individual counselor. Successful implementation depends on administrative support for resources, faculty cooperation for student referrals, and student engagement to ensure services are utilized. A holistic, college-wide approach ensures that the program is integrated into the educational environment and addresses the diverse developmental needs of students.

22. (C) A is true but R is false.
In Type 2 diabetes, the body's cells exhibit insulin resistance, failing to use the hormone effectively to regulate blood sugar. However, the reason provided is incorrect because Type 2 is not primarily an autoimmune disease. Autoimmune destruction of insulin-producing cells is the specific cause of Type 1 diabetes, whereas Type 2 is typically associated with lifestyle factors and genetics over time.

23. (D) Both Cardiovascular Disease and Type 2 Diabetes
Modern chronic conditions like cardiovascular disease and Type 2 diabetes are heavily influenced by lifestyle choices. Poor nutrition, lack of physical activity, and persistent stress create metabolic imbalances and damage the heart and blood vessels. These factors are known as modifiable risks, meaning that changing these behaviors can significantly reduce the likelihood of developing these serious and potentially life-threatening health conditions.

24. (A) All individuals seeking personal growth, problem-solving, or adjustment.
Counseling is a versatile professional service intended for anyone experiencing life transitions, relationship issues, or a desire for self-improvement. It is not limited to those with clinical mental illnesses or academic failures. The process facilitates empowerment, helping individuals develop better coping strategies and decision-making skills to navigate various personal, social, and professional challenges encountered throughout the lifespan.

25. (C) Directive counselling
Directive counseling is characterized by the counselor taking an active, expert role in the session. The practitioner collects data, analyzes it, and provides specific advice or solutions to the client. This approach assumes the counselor's expertise is necessary to guide the individual toward the most appropriate course of action, focusing on efficient problem-solving and clear external direction for the client.

Click Here to Buy book on Amazon

where the client's own feelings and goals are the primary focus and the client directs the course of the session.

77. (C) The program should be an isolated activity, separate from the curriculum.
For a school guidance program to be effective, it must be integrated into the overall educational curriculum and school culture. Isolation from other school activities reduces the program's reach and effectiveness. Instead, guidance should be a collaborative effort involving teachers and administrators, ensuring that developmental support is a consistent part of the students' academic and personal experiences throughout their schooling.

78. (D) Their pancreas does not produce insulin.
Type 1 diabetes is characterized by an absolute insulin deficiency caused by the autoimmune destruction of the insulin-producing beta cells in the pancreas. Because the body can no longer produce this vital hormone on its own, individuals with this condition must take external insulin injections or use an insulin pump for the rest of their lives to regulate their blood sugar levels.

79. (A) P-3, Q-2, R-1, S-4
Primary prevention provides specific skills to prevent problems, like nutrition workshops. Secondary prevention involves early detection, such as annual screenings. Tertiary prevention focuses on rehabilitation, like post-stroke therapy. Health promotion aims at overall well-being, such as community exercise initiatives. This categorization helps public health professionals design interventions that target different stages of disease progression and various levels of population health needs.

80. (B) Increased risk of obesity, diabetes, and heart disease.
A sedentary lifestyle, characterized by prolonged periods of physical inactivity, is a major contributor to metabolic and cardiovascular health problems. It reduces the body's ability to burn calories and regulate blood sugar, leading to weight gain and insulin resistance. Over time, these conditions significantly increase the risk of developing chronic diseases like Type 2 diabetes and various forms of heart disease.

81. (A) Both A and R are true and R is the correct explanation of A.
Empowerment is a core philosophy in community psychology that shifts the focus from professional-led treatment to community-led change. It assumes that individuals and groups have existing strengths and can solve their own problems when they have access to the right resources. By providing support and fostering local leadership, community psychologists help people gain more control over their lives and environments.

82. (A) prevent onset; treat early
The fundamental distinction between these two levels of prevention is their timing relative to the problem. Primary prevention aims to stop a disorder or disease from ever occurring by reducing risk factors in the general population. Secondary prevention focuses on the early detection and prompt treatment of problems that have already begun, aiming to stop them from progressing or becoming more severe.

83. (C) Understand the client's experience from the client's perspective.
Empathy in counseling is the ability to perceive and understand another person's internal world as if it were your own, without losing the "as if" quality. It involves active listening and reflecting the client's feelings to show that their experience is being accurately understood. This deep understanding is crucial for building a strong therapeutic relationship and helping the client feel truly heard and accepted.

84. (D) Collecting and interpreting information about students' abilities, interests, and characteristics.
The appraisal service is a foundational component of a guidance program that involves the systematic collection of data about individual students. Using various tools like psychological tests, academic records, and interviews, the counselor builds a comprehensive profile of each student. This information is essential for helping the student understand themselves better and for making informed decisions regarding their academic and career paths.

NODIA

34. (A) Primary prevention
Primary prevention interventions are aimed at the general population or specific groups before any problems have emerged. By teaching parenting skills to new parents, the workshop seeks to foster healthy family dynamics and prevent the development of behavioral issues in children. This proactive approach focuses on building strengths and reducing future risks rather than treating existing disorders or early symptoms.

35. (A) Both A and R are true and R is the correct explanation of A.
Rational-Emotive Therapy is considered directive because the therapist takes an active, instructional role in the session. Instead of just listening, the therapist directly challenges and disputes the client's irrational thought patterns. By teaching the client how to apply logic and reason to their own beliefs, the therapist guides them toward more rational thinking and healthier emotional responses to life's challenges.

36. (D) Guidance is a prescriptive and coercive process.
Guidance is a professional service based on the voluntary participation and self-determination of the individual. It is not intended to be prescriptive or to force a specific course of action upon a person. Instead, it respects individual differences and serves as a continuous process that helps people develop their own capacity for making informed decisions and achieving personal growth.

37. (C) Establishing clear objectives and goals for the program.
Organizing a guidance program requires a systematic approach starting with the definition of clear, measurable goals. These objectives should reflect the needs of the college community and provide a roadmap for service delivery. Without defined goals, it is difficult to allocate resources, coordinate faculty efforts, or evaluate the program's effectiveness in supporting student development and academic success over time.

38. (B) High blood pressure
Modifiable risk factors are those that can be changed or managed through lifestyle adjustments or medical treatment. High blood pressure is a significant modifiable risk for cardiovascular disease because it can be lowered through diet, exercise, and medication. In contrast, non-modifiable factors like age, gender, and family history are inherent traits that individuals cannot change to reduce their health risks.

39. (B) Tendency towards self-actualization and problem-solving.
Non-directive counseling is built upon the humanistic belief that every individual possesses an innate drive toward growth and fulfillment. This tendency, often called self-actualization, implies that clients have the internal resources needed to solve their own problems if provided with a supportive environment. The counselor's role is to facilitate this natural process by providing empathy, genuineness, and unconditional acceptance.

40. (A) Both Statement I and Statement II are true.
Lifestyles have a profound impact on health outcomes. Damaging habits like smoking or physical inactivity are major contributors to the development of chronic illnesses such as diabetes and heart disease. Conversely, promoting behaviors like balanced nutrition and stress management actively enhance both physical and mental well-being. Recognizing this connection is essential for developing effective personal health strategies and public health policies.

41. (C) Secondary prevention
Screening programs for high blood pressure are classic examples of secondary prevention. Their purpose is the early detection of a physiological risk factor in individuals who may not yet show symptoms of cardiovascular disease. By identifying hypertension early, medical professionals can intervene with lifestyle changes or medication to prevent the condition from progressing into more serious complications like a heart attack or stroke.

42. (A) Challenging the client's irrational beliefs.
In Rational-Emotive Therapy, disputing is an active process where the therapist uses logical questioning to help the client examine their irrational thoughts. The goal is to show the client that their absolute demands and catastrophic thinking are unfounded and counterproductive. Through this process, the client learns to

Downloaded from www.pdf.tube

replace these harmful beliefs with more flexible, evidence-based, and rational ways of viewing their experiences.

43. (D) Type 2 Diabetes
Cardiovascular diseases specifically involve the heart and the network of blood vessels. Coronary artery disease, stroke, and heart failure are all direct malfunctions of the circulatory system. While Type 2 diabetes is a major risk factor for developing heart disease, it is classified as a metabolic disorder involving blood sugar regulation rather than being a cardiovascular disease itself.

44. (B) Conducting a needs assessment survey among students and staff.
A needs assessment is the foundation of any successful school guidance program. By surveying students and staff, coordinators can identify the specific academic, personal, and social challenges most prevalent in their unique environment. This information ensures that the program's services are relevant, targeted, and effective in meeting the actual needs of the community rather than being based on assumptions.

45. (A) II, III, I, IV
Non-directive therapy begins with the counselor creating a supportive environment. Once the client feels safe, they begin to explore their self-concept and feelings more deeply. This exploration leads to greater insight into their own behaviors and motivations. Finally, this improved self-understanding empowers the client to work toward self-actualization and positive change, following a logical progression from external safety to internal growth.

46. (D) To maximize the personal, social, and academic potential of every student.
Guidance and counseling in schools are developmental services aimed at the growth of all students. They help individuals understand their strengths, navigate social challenges, and make informed academic and career choices. By providing systematic support, these programs aim to remove barriers to learning and personal development, ensuring that every student has the opportunity to reach their full potential in all areas of life.

47. (A) Biomedical model
The biomedical model is a traditional framework that views health as the absence of disease and illness as a purely physical phenomenon. It focuses on biological malfunctions, pathogens, and biochemistry while largely ignoring the role of the mind or social context. While highly effective for treating infectious diseases and injuries, it has been criticized for its reductionist approach to complex chronic health conditions.

48. (C) 2 and 3 only
Health-promoting behaviors are those that actively maintain or enhance physical and psychological well-being. Eating a nutritious diet rich in fruits and vegetables provides essential nutrients for the body, while daily meditation helps manage stress and improve mental clarity. Smoking tobacco is a health-damaging behavior because it introduces toxins into the body and significantly increases the risk of various cancers and respiratory diseases.

49. (B) Tertiary prevention
Tertiary prevention focuses on individuals who have already been diagnosed with a chronic or permanent condition. The goal is to manage the illness, prevent further complications, and improve the individual's quality of life through rehabilitation and support. Unlike primary or secondary prevention, it does not aim to prevent the disease's onset or provide early detection but focuses on long-term management and disability reduction.

50. (A) Underlying cause and pathogenesis.
The fundamental difference between the two main types of diabetes is their biological origin. Type 1 is an autoimmune disease resulting in an absolute insulin deficiency due to the destruction of pancreatic cells. Type 2 is a metabolic disorder characterized by insulin resistance and a relative deficiency. While both cause high blood sugar, they require different management strategies based on these distinct underlying causes.

51. (C) Directive Counselling
E.G. Williamson was the primary developer of the trait-factor approach, which is the foundational model for directive counseling. He believed that the counselor should take an active, expert role in analyzing a client's traits and providing direct

NODIA

guidance for career and personal adjustment. His systematic method involves diagnosis and prescription, emphasizing the counselor's responsibility in the problem-solving and decision-making process.

52. (C) A is true but R is false.
Guidance is defined as a continuous, lifelong process because individuals face various developmental challenges at every stage of life. The need for support in making adjustments and informed decisions does not vanish after a single event like college admission. Therefore, a one-time service is insufficient; effective guidance must be available consistently to address the evolving needs of individuals as they grow.

53. (C) Forming a committee and conducting a thorough needs assessment.
Before implementing any services, it is critical to understand the specific needs and resources of the college environment. Forming a committee ensures that different perspectives are considered, while a needs assessment provides empirical data on student challenges. This systematic approach allows for the creation of a relevant and sustainable guidance program that is tailored to the actual requirements of the student population.

54. (B) Non-directive Counselling
Unconditional positive regard is one of the core conditions for therapeutic change identified by Carl Rogers in his non-directive approach. It involves the counselor accepting and valuing the client as they are, without judgment or evaluation. This safe and supportive environment allows the client to explore their feelings freely, which is essential for developing self-awareness and fostering personal growth during the therapy process.

55. (A) P-3, Q-1, R-4, S-2
Hypertension is a major risk factor for cardiovascular disease, while insulin is the hormone central to managing diabetes. Plaque buildup in the arteries is the process known as atherosclerosis. Irrational beliefs are the primary target for change in Rational-Emotive Therapy. Correctly matching these terms is vital for understanding the basic biological and psychological concepts within the fields of health and counseling.

56. (A) It strictly adheres to a one-on-one therapy model.
Community psychology differs from traditional clinical psychology by moving beyond individual-level therapy. It focuses on the well-being of entire communities and emphasizes social, environmental, and systemic interventions. While individual support may occur, the field prioritizes prevention, empowerment, and social change over long-term one-on-one sessions, often working with marginalized groups to address the root causes of psychological distress in their social context.

57. (C) An irrational belief.
According to Albert Ellis, irrational beliefs are inflexible, unrealistic, and self-defeating thoughts that lead to emotional distress. Demanding perfection and viewing anything less as a total failure is a classic example of "all-or-nothing" thinking. These beliefs are central to the RET model because they represent the cognitive bridge between an activating event and the resulting negative emotional and behavioral consequences experienced by the individual.

58. (A) Lifestyle factors such as obesity and physical inactivity.
While genetic predisposition plays a role, Type 2 diabetes is strongly linked to modern lifestyle habits. Obesity, particularly abdominal fat, contributes significantly to insulin resistance in the body's cells. A lack of regular physical activity further exacerbates this metabolic issue. Because these are modifiable factors, many cases of Type 2 diabetes can be managed or even prevented through sustainable improvements in diet and exercise.

59. (D) Primary intervention
Primary interventions are proactive measures taken to promote well-being and prevent problems before they start. By teaching stress management skills to all students, the school provides every individual with coping tools that can reduce the future incidence of anxiety and related disorders. This broad approach aims to build resilience across the entire student population rather than waiting for individual problems to emerge.

Click Here to Buy book on Amazon

26. (A) Administering medical treatment for students' illnesses.
School guidance programs are focused on the psychological, educational, and developmental needs of students rather than medical or clinical health services. Their goals include fostering academic success, assisting with career planning, and supporting social-emotional growth. While counselors may refer students to medical professionals, they do not provide direct medical treatment or diagnosis for physical ailments within the school setting.

27. (C) 1 and 3 only
Community psychology interventions uniquely emphasize social systems and environmental factors rather than just individual pathologies. They prioritize prevention over treatment, seeking to address problems at their root causes within the community. Furthermore, these programs aim to empower community members, giving them the tools and resources necessary to advocate for themselves and create sustainable, positive social change.

28. (B) A group of disorders affecting the heart and blood vessels.
Cardiovascular disease is an umbrella term that encompasses several different conditions, including coronary heart disease, cerebrovascular disease, and peripheral arterial disease. These disorders involve the heart muscle or the network of blood vessels throughout the body. While they often share common risk factors like hypertension and atherosclerosis, they represent a diverse group of physiological malfunctions within the circulatory system.

29. (C) The amount of responsibility placed on the counsellor versus the client for finding a solution.
The primary distinction between these approaches is the locus of control during the therapeutic process. In directive counseling, the counselor assumes the role of an expert who provides solutions and directions. In non-directive counseling, the responsibility for growth and problem-solving remains with the client, while the counselor acts as a facilitator, providing the necessary emotional conditions for self-discovery.

30. (D) An autoimmune response.
Type 1 diabetes is caused by an autoimmune reaction where the body's immune system incorrectly identifies the insulin-producing beta cells in the pancreas as foreign invaders. This leads to the destruction of these cells, resulting in a permanent inability to produce insulin. Unlike Type 2 diabetes, this condition is generally not caused by diet, exercise habits, or other lifestyle-related factors.

31. (B) P-3, Q-1, R-2, S-4
E.G. Williamson is the key figure in directive counseling, while Carl Rogers founded the non-directive approach. Albert Ellis developed Rational-Emotive behavior therapy, which focuses on irrational beliefs. Community psychology is characterized by its focus on social systems and preventive measures. Correctly matching these proponents with their respective theories is fundamental to understanding the history and diversity of modern counseling practices.

32. (B) A theoretical framework for understanding the components of health and illness.
A health model provides a structured way to conceptualize how various factors influence an individual's physical and mental state. These models, such as the biomedical or biopsychosocial models, help researchers and clinicians identify causes of illness and develop effective interventions. They serve as a guide for understanding the complex interactions between genetics, behavior, environment, and social influences on human health.

33. (B) Directive Counselling - Client-Centered
Directive counseling and client-centered counseling are opposite approaches. Directive counseling is counselor-centered, where the practitioner takes charge of diagnosis and solution-giving. Client-centered counseling is synonymous with non-directive counseling, where the client leads the session. The other pairs, such as Type 1 diabetes being insulin-dependent and RET using the A-B-C model, are correctly matched according to established psychological and medical definitions.

NODIA

68. (D) High levels of glucose in the blood.
Diabetes is a metabolic disorder characterized by hyperglycemia, which is chronically elevated blood sugar. This occurs when the body either does not produce enough insulin or cannot effectively use the insulin it produces. Over time, high blood glucose levels can cause significant damage to the body's organs and systems, including the heart, blood vessels, eyes, kidneys, and nervous system.

69. (C) Tertiary prevention
Tertiary prevention focuses on individuals who have already experienced a serious health event, such as a heart attack. The goal of the support group is to facilitate rehabilitation, manage the chronic condition, and prevent future recurrences. By focusing on quality of life and long-term management after the initial illness, these interventions aim to minimize disability and help individuals adapt to their health status.

70. (B) Carl Rogers - Non-directive Counselling
Carl Rogers is the famous psychologist who developed non-directive, or person-centered, therapy. His approach revolutionized counseling by shifting the focus from the therapist's expertise to the client's inherent capacity for growth. In contrast, E.G. Williamson is associated with directive counseling, and Albert Ellis is the founder of Rational-Emotive Therapy. Correctly identifying these pairings is essential for understanding different psychological traditions and their techniques.

71. (D) Holistic or Biopsychosocial model
Holistic and biopsychosocial models view health as more than just the absence of disease. They recognize that physical health is inextricably linked to psychological states, social relationships, and spiritual well-being. This integrated perspective encourages a more comprehensive approach to treatment and prevention, addressing the whole person within their environment rather than just focusing on physical symptoms or isolated pathogens.

72. (A) III, I, II, IV, V
E.G. Williamson's directive counseling follows a specific six-step logical sequence. It begins with 'Analysis' (collecting data), followed by 'Synthesis' (organizing data). Then comes 'Diagnosis' (identifying the problem), 'Prognosis' (predicting future outcomes), and 'Counselling' (the actual treatment). The final step, follow-up, ensures the intervention's success. This systematic methodology reflects the approach's emphasis on the counselor's role as an expert diagnostician and problem-solver.

73. (C) Help glucose from the blood enter cells to be used for energy.
Insulin is a vital hormone produced by the pancreas that acts like a key, allowing glucose from the bloodstream to enter the body's cells. Once inside, glucose is used by the cells for energy or stored for later use. Without enough insulin, or if the cells become resistant to it, glucose remains in the blood, leading to high blood sugar levels.

74. (A) Increasing academic pressure, competition, and diverse career options.
Modern college students face an increasingly complex and competitive environment. The vast array of career choices, high academic expectations, and the stress of balancing personal and professional goals create a strong need for systematic guidance. Programs help students navigate these challenges by providing career information, teaching stress management, and offering personal counseling to support their overall well-being and academic success.

75. (D) 1, 2, and 3
A comprehensive college guidance program addresses the diverse needs of the student body through various services. Job placement helps with vocational transitions, personal counseling addresses emotional and psychological well-being, and orientation programs assist new students in adjusting to the college environment. By integrating these components, the institution provides holistic support that facilitates both the academic achievement and personal growth of its students.

76. (B) Directive counselling
Directive counseling is often referred to as "counselor-centered" because the practitioner takes a lead role in the therapeutic relationship. The counselor is responsible for gathering information, diagnosing the problem, and prescribing a solution. This contrasts with "client-centered" or non-directive counseling,

NODIA

60. (B) The counsellor is seen as an expert who identifies the problem and suggests a course of action.
Directive counseling is based on a structured, counselor-led process. The practitioner uses their professional expertise to gather data, diagnose the client's problem, and prescribe specific steps for resolution. This approach is often more efficient for straightforward academic or vocational issues, as it relies on the counselor's ability to provide clear direction and expert advice to guide the client's decision-making process.

61. (D) 1, 2, and 3
Cardiovascular disease is caused by several interrelated risk factors. Hypertension puts constant strain on the heart and damages blood vessels, while high cholesterol leads to the buildup of arterial plaque. Smoking introduces harmful chemicals that cause further inflammation and vessel damage. Together, these factors significantly increase the likelihood of serious circulatory events, but they are also modifiable through lifestyle changes and medical treatment.

62. (D) The client's information is kept private, with specific legal and ethical exceptions.
Confidentiality is a fundamental ethical principle in counseling that ensures a safe space for clients to share sensitive information. While counselors must protect client privacy, there are critical exceptions, such as when there is a risk of harm to the client or others, or when required by law. Understanding these limits is essential for building trust while ensuring the safety of individuals and the community.

63. (A) Getting adequate sleep on a regular basis
Adequate sleep is a vital health-promoting behavior because it allows the body to repair itself and supports cognitive function and emotional regulation. In contrast, sedentary habits, diets high in saturated fats, and substance abuse are health-damaging behaviors that contribute to the development of chronic conditions. Prioritizing consistent, quality sleep is a foundational step in maintaining overall physical health and psychological resilience.

64. (B) Guidance is a broader concept that includes counselling as one of its services.
Guidance is a comprehensive professional field that includes various services such as information dissemination, appraisal, placement, and follow-up. Counseling is a specific, specialized service within this broader framework that involves a therapeutic relationship to help individuals resolve personal or emotional issues. While all counseling is a form of guidance, not all guidance activities necessarily involve the intensive therapeutic process of counseling.

65. (A) Both A and R are true and R is the correct explanation of A.
The non-directive approach is rooted in the humanistic belief that people are naturally capable of positive growth. By providing a core therapeutic environment of empathy, genuineness, and acceptance, the counselor removes the barriers that prevent the client's natural development. This supportive atmosphere empowers the client to lead their own process of self-exploration, leading to insights and solutions that are personally meaningful and sustainable.

66. (A) Belief (B)
In the A-B-C model of Rational-Emotive Therapy, the activating event is the exam failure. The student's subsequent interpretation—calling themselves an "idiot" and predicting total failure—is the belief. This internal thought process is what directly mediates the emotional consequence, such as depression or hopelessness. Identifying these irrational beliefs is the first step toward challenging them and adopting more rational and constructive ways of thinking.

67. (C) A continuous and systematically organized process.
Effective school guidance programs must be carefully planned and integrated into the educational environment. They are not one-time events but ongoing services that support students throughout their developmental journey. By being systematically organized, these programs ensure that all students have access to academic, career, and personal-social support, and that the services can be consistently evaluated and improved to meet student needs.

Downloaded from www.pdf.tube

85. (C) People are disturbed not by things, but by the views they take of them.
This core tenet of Rational-Emotive Therapy emphasizes that our emotional reactions are determined by our interpretations of events rather than the events themselves. Albert Ellis believed that irrational thinking—distorted views of reality—is the primary cause of psychological suffering. Therefore, therapy focuses on helping clients recognize their unhelpful beliefs and replace them with more rational and adaptive perspectives on life's challenges.

86. (B) Kidney disease (nephropathy)
Poorly controlled diabetes leads to chronically high blood sugar levels, which can damage small blood vessels throughout the body over time. One of the most common and serious complications is diabetic nephropathy, or kidney disease. While autoimmune destruction and insulin resistance are causes of different types of diabetes, kidney damage is a secondary consequence of the metabolic imbalance characteristic of the disease.

87. (D) A proactive approach to maintaining and enhancing well-being.
A health-promoting lifestyle is defined by conscious, sustainable behaviors that aim to optimize physical and mental health. This goes beyond just avoiding illness; it involves actively engaging in activities like balanced nutrition, regular exercise, and stress management. By taking a proactive role, individuals can enhance their current quality of life and build long-term resilience against many chronic and lifestyle-related health conditions.

88. (C) Statement I is true, but Statement II is false.
The principle of individualization is essential in counseling, recognizing that every client has a unique background and set of needs. However, while confidentiality is a core ethical principle, it is not absolute. There are legally mandated exceptions, such as when a client reveals plans to harm themselves or others, or in cases of child abuse, where the counselor's duty to protect overrides privacy.

89. (C) The blood supply to a part of the brain is interrupted or reduced.
A stroke is a medical emergency that occurs when blood flow to the brain is blocked by a clot or a ruptured vessel. Without oxygen and nutrients carried by the blood, brain cells begin to die within minutes. This can lead to lasting brain damage, disability, or death. Managing risk factors like hypertension and atherosclerosis is critical for preventing this serious cardiovascular event.

NODIA

90. (A) Help new students adjust to the college environment.
Orientation services are designed to facilitate the transition of incoming students into the college setting. These programs provide essential information about academic requirements, campus resources, and social opportunities. By helping students navigate their new environment and establish social connections early on, orientation services reduce anxiety and set the foundation for a more successful and satisfying college experience.

91. (D) 1, 2, and 3
Directive counseling is a structured approach where the counselor's expertise is central to the process. The practitioner assumes that the client lacks the necessary information or skills to solve their own problem effectively. Therefore, the counselor takes an active role in gathering data, diagnosing the issue, and prescribing a specific course of action, maintaining significant control over the direction and outcome of the therapy.

92. (B) Change the environment or social system to better support individuals.
Unlike clinical psychology, which focuses on changing the individual, community psychology often aims to change social contexts and systems. The goal is to create environments that are more supportive, inclusive, and resource-rich for everyone. By addressing systemic issues like poverty, lack of education, or social injustice, community psychologists seek to prevent psychological distress and promote the well-being of whole groups of people.

93. (C) Often highly reinforcing and addictive.
Health-damaging behaviors like smoking are difficult to change because they often provide immediate psychological or physiological rewards, such as stress relief or a nicotine "buzz." Furthermore, nicotine is a highly addictive substance that creates a physical dependency.

The combination of immediate positive reinforcement and long-term chemical addiction makes breaking the habit a significant challenge, even when the individual is well-informed about the risks.

94. (D) Biopsychosocial model
The biopsychosocial model recognizes that psychological factors like stress and emotional states have a direct impact on physical health. Chronic stress can lead to physiological changes, such as increased heart rate and blood pressure, which contribute to the development of cardiovascular disease. This integrated view allows for more effective treatments that address not just the physical symptoms, but also the mental and social influences on illness.

95. (A) III, II, V, I, IV
Problem-solving in RET follows a logical sequence. It begins with identifying the activating event and then recognizing the resulting emotional consequence. The critical step is then uncovering the underlying irrational belief that caused the distress. Once identified, this belief is actively disputed through logical questioning. Finally, the client adopts a new, rational philosophy, which leads to more adaptive emotional and behavioral outcomes.

96. (B) Guidance is a universal need, required by all individuals at various points in their lives.
The need for guidance is not restricted to any specific group or age; it is a fundamental requirement for anyone facing significant choices or transitions. Whether choosing an academic path, navigating a career change, or adjusting to personal loss, individuals often benefit from professional assistance to gain perspective and make informed decisions. This makes guidance a lifelong and universal service for personal and social development.

97. (B) Autoimmune destruction of beta cells in the pancreas
Type 1 diabetes is primarily caused by an autoimmune response where the body's immune system attacks and destroys the insulin-producing beta cells in the pancreas. This leads to a total lack of insulin production. While Type 2 is linked to lifestyle factors like obesity and insulin resistance, Type 1 is a distinct condition that usually appears early in life and requires lifelong insulin replacement.

98. (A) Client-centered therapy
Non-directive counseling is frequently called "client-centered therapy" because the client is the primary authority on their own experience. The approach emphasizes that the therapeutic process should be directed by the client's feelings and needs rather than the therapist's diagnosis. By placing the client at the center, the therapist facilitates a process of self-discovery and growth within a supportive and non-judgmental environment.

99. (C) Helping people gain control and mastery over their own lives and communities.
Empowerment in community psychology is about shifting power from external experts to the people themselves. It involves helping individuals and groups develop the skills, confidence, and resources needed to address their own challenges and advocate for social change. This process fosters resilience and self-determination, leading to more sustainable improvements in the well-being of the community and its members over the long term.

100. (B) P-3, Q-2, R-1, S-4
Primary prevention involves teaching specific skills to large groups, like relaxation, or providing general information through posters. Secondary prevention focuses on individuals already showing signs of a problem, such as test anxiety. Tertiary prevention involves managing an established condition, like assisting a diabetic patient. Correctly identifying these levels of intervention is essential for designing effective public health and psychological support systems.

101. (C) The Biomedical Model
The biomedical model focuses exclusively on the biological aspects of disease, such as pathogens and physiological malfunctions. It has been criticized for being reductionistic because it ignores the significant influence of psychological states and social environments on health. While useful for treating many acute physical ailments, it often fails to provide a complete understanding of chronic conditions that are heavily influenced by lifestyle and social support.

Click Here to Buy book on Amazon

102. (A) Both A and R are true and R is the correct explanation of A.
Type 1 diabetes is defined by the body's inability to produce insulin. This occurs because of an autoimmune reaction where the immune system mistakenly attacks the beta cells in the pancreas, which are responsible for insulin production. This explanation correctly identifies the biological mechanism behind the disease, distinguishing it from Type 2 diabetes, which is characterized primarily by insulin resistance rather than total deficiency.

103. (D) Authoritative Direction
Carl Rogers identified three essential conditions for therapeutic change: empathy, unconditional positive regard, and congruence (genuineness). He believed that if a counselor provides these conditions, the client will naturally move toward growth and self-actualization. Authoritative direction, where the counselor takes control and gives orders, is contrary to the non-directive philosophy, which trusts the client's own ability to find their own path.

104. (A) Primary and secondary prevention
This proverb emphasizes that taking early action to prevent a problem is far more effective and less costly than trying to fix it later. Primary prevention aims to stop problems from ever occurring, while secondary prevention focuses on early detection and treatment to stop early issues from becoming severe. Both strategies prioritize proactive measures over reactive treatment, which is the core philosophy of preventive health and community psychology.

105. (C) Punitive disciplinary service
Guidance programs are developmental and supportive services designed to help students grow and succeed. They include individual inventory, information, and placement services to assist with personal, academic, and career needs. Punitive discipline is intended to punish rule-breaking and is inconsistent with the counselor's role as a supportive, non-judgmental professional. While counselors may help students with behavioral issues, they do not manage school punishments.

106. (A) Nicotine addiction and social pressure.
Smoking is a complex health-damaging behavior driven by both physical and social factors. Nicotine creates a powerful chemical addiction that is difficult to break, while social environments where smoking is common can provide ongoing pressure and reinforcement for the habit. These factors often override an individual's knowledge of the long-term health risks, making behavior change a significant and multi-faceted challenge for many people.

107. (A) 1 and 2 only
Type 1 and Type 2 diabetes have very different underlying causes. Type 1 is primarily an autoimmune disorder where the immune system destroys insulin-producing cells, while Type 2 is strongly associated with lifestyle factors like obesity and lack of exercise. They do not share the same genetic mutation. Understanding these distinct pathways is essential for developing appropriate medical treatments and effective public health prevention strategies for each condition.

108. (B) Identify and change the irrational beliefs that cause emotional distress.
The goal of Rational-Emotive Therapy is to help clients understand that their emotional reactions are the result of their own belief systems. By identifying irrational and self-defeating thoughts, clients can learn to challenge them with logic and reason. This process leads to the adoption of more rational philosophies, which in turn reduces emotional distress and helps the individual function more effectively in their daily life.

NODIA

109. (C) Damages the lining of arteries and forces the heart to work harder.
Chronic high blood pressure, or hypertension, puts constant excessive strain on the walls of the arteries, causing microscopic damage. This damage makes the arteries more susceptible to the buildup of plaque, leading to atherosclerosis. Furthermore, the heart must pump harder against this increased pressure, which over time can weaken the heart muscle and lead to serious conditions like heart failure or heart attacks.

apply their skills and learning in environments where they are most likely to succeed.

175. (A) Autoimmune condition resulting in a lack of insulin production.
Type 1 diabetes is defined by the autoimmune destruction of the insulin-producing beta cells in the pancreas. This leads to an absolute deficiency of insulin, making the individual permanently dependent on external insulin administration. This is a distinct condition from Type 2 diabetes, which is primarily a metabolic disorder characterized by insulin resistance and is often linked to lifestyle factors rather than an autoimmune reaction.

176. (B) Secondary prevention
Secondary prevention focuses on individuals who are showing early signs of a problem to prevent it from getting worse. Students on academic probation are already struggling, so providing them with a support group to improve their study skills is a targeted intervention aimed at early detection and prompt treatment. This proactive approach aims to stop academic failure before it becomes a permanent withdrawal from school or leads to more severe personal problems.

177. (B) III, IV, I, II
Community intervention follows a logical four-step process. It begins with a 'Needs Assessment' to identify the specific problems and resources of the community. Next, a program is 'Planned and Designed' based on this data. After the planning stage, the intervention is 'Implemented' in the community. Finally, 'Evaluation' is conducted to measure the program's effectiveness and identify areas for improvement, completing a cycle of systematic social and psychological support.

178. (A) Plan, organize, and oversee the implementation of the guidance program.
A guidance committee is an essential organizational body in a school or college that ensures the program is well-coordinated and integrated into the educational environment. Its primary role is to set objectives, allocate resources, and monitor the delivery of services. By involving multiple stakeholders like teachers and administrators, the committee ensures the program has the support and oversight needed to be sustainable and effective in meeting student needs.

179. (C) Increases the susceptibility to short-term or long-term illness.
A health-damaging behavior is any habitual action that negatively impacts physical or mental well-being over time. Behaviors like smoking, poor nutrition, and chronic stress increase the likelihood of developing various acute and chronic diseases. While these actions may not cause immediate harm, their cumulative effect on the body's systems leads to higher health risks. Recognizing and changing these behaviors is a core goal of health psychology and disease prevention programs.

180. (D) A focus on social contexts, strengths, and prevention.
Community psychology is defined by its emphasis on understanding individuals within their social and ecological environments. It prioritizes proactive prevention over reactive treatment and focuses on building individual and community strengths rather than just identifying deficits. This broad perspective recognizes that social factors like poverty and injustice have a profound impact on mental health, making systemic change and community empowerment central to its overall mission and practices.

181. (B) P-3, Q-4, R-1, S-2
An appraisal service uses tests and records to understand the student's profile. An information service provides career and educational resources. A counseling service offers one-on-one help for personal problems. A follow-up service tracks former students to evaluate the effectiveness of the guidance they received. Correctly matching these services is essential for understanding how a comprehensive guidance program provides diverse and systematic support to meet all student needs.

182. (B) A combination of genetic predisposition and lifestyle factors like obesity.
Type 2 diabetes is a complex condition caused by both inherited traits and environmental influences. While genetic factors increase susceptibility, lifestyle choices like a high-calorie diet and physical inactivity are major drivers of the disease, particularly when they lead to obesity.

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

118. (B) Routine screening for high blood sugar in an at-risk population.
Secondary prevention aims at early detection and prompt treatment. Routine screening for high blood sugar identifies individuals in the early stages of diabetes or pre-diabetes, often before they experience symptoms. This allows for early intervention through lifestyle changes or medication, which can stop the disease from progressing or prevent the development of serious long-term complications, a key goal of secondary prevention strategies.

119. (A) Both A and R are true and R is the correct explanation of A.
Community psychology prioritizes prevention because it is more sustainable and efficient to address the root causes of problems within a population than to treat individuals one at a time. By implementing community-wide programs, psychologists can reduce the overall incidence of issues like substance abuse or mental distress. This proactive approach focuses on creating healthier social environments that support the well-being of the entire community.

120. (A) A teacher and scientific persuader.
In Rational-Emotive Therapy, the counselor takes a very active and instructional role. They act as a teacher who explains the A-B-C model and a scientific persuader who uses logic to challenge the client's irrational beliefs. Unlike more passive approaches, RET requires the therapist to be directive and confrontational to help the client recognize the illogical nature of their thinking and adopt more rational alternatives.

121. (C) The narrowing or blockage of the coronary arteries.
Coronary heart disease occurs when the arteries that supply blood to the heart muscle itself become narrowed or blocked by plaque buildup (atherosclerosis). This restricted blood flow can cause chest pain (angina) or lead to a heart attack if the blockage becomes complete. Managing risk factors like high cholesterol and hypertension is vital for preventing the progression of this serious and common cardiovascular condition.

122. (A) A pattern of behaviours that increases the risk of disease and premature death.
A health-damaging lifestyle consists of chronic habits like smoking, poor nutrition, physical inactivity, and substance abuse. These behaviors do not usually cause illness overnight, but their cumulative effects significantly increase the risk of developing serious chronic diseases over time. Recognizing these patterns is essential for health psychology, as changing these habits is a primary goal for preventing disease and improving long-term health outcomes.

123. (B) 1 and 3 only
Directive counseling and Rational-Emotive counseling both involve the therapist taking an active, leading role in the session. In directive counseling, the practitioner diagnoses and prescribes solutions, while in RET, the therapist actively disputes irrational beliefs. Both differ from non-directive counseling, where the therapist is facilitative and the client leads the session. Understanding these differences is key to choosing the most appropriate therapeutic style for different needs.

124. (B) Identifying the needs and resources of the institution.
Organizing a guidance program must begin with a clear understanding of the local environment. Identifying student needs and available resources ensures that the program is relevant and feasible. This foundational step allows administrators to set realistic goals and design services that address the most pressing challenges faced by the students, leading to a more effective and sustainable guidance system within the school or college.

NODIA

125. (C) Primary prevention aims to stop a problem before it starts, while secondary prevention aims at early detection.
The key difference between these two levels of prevention is the timing and the state of the problem. Primary prevention focuses on the general population to reduce risk and promote wellness before any symptoms appear. Secondary prevention targets individuals or groups where a problem has just begun, using early detection to provide prompt treatment and prevent the condition from becoming more serious or debilitating.

126. (D) It should be imposed upon the individual.
Guidance is a professional service based on the voluntary cooperation and self-determination of the individual. Imposing guidance on someone is counterproductive and violates the core principle of respecting the person's dignity and autonomy. Instead, guidance should be a continuous process that empowers individuals to gain self-understanding and develop the skills needed to make their own informed decisions and adjustments throughout their lives.

127. (A) Non-directive
These concepts are the three core conditions for therapeutic growth identified by Carl Rogers in non-directive therapy. He argued that if a therapist is genuine (congruent), experiences empathetic understanding, and provides unconditional positive regard, the client will naturally feel safe enough to explore their true self and move toward positive change. This humanistic approach is defined by these essential qualities of the therapeutic relationship.

128. (B) The body's cells do not respond properly to the insulin that is produced.
Insulin resistance is the primary metabolic defect in Type 2 diabetes. While the pancreas may still produce insulin, the muscle, fat, and liver cells cannot use it effectively to absorb glucose from the blood. This leads to elevated blood sugar levels. Initially, the body may produce more insulin to compensate, but over time the pancreas cannot keep up, resulting in chronically high blood sugar.

129. (B) Biopsychosocial Model
The biopsychosocial model is a modern health framework that moves beyond a purely biological view of illness. It emphasizes that physical health is influenced by a dynamic interplay between genetics and physiology, psychological states like stress and beliefs, and social factors such as family support and socioeconomic status. This integrated perspective is essential for understanding and treating complex chronic conditions in a holistic manner.

130. (A) A primary prevention program
Mental health awareness weeks are primary prevention initiatives because they target the entire campus population before problems arise. By reducing stigma and providing information, these programs promote a healthier community environment and encourage early help-seeking. The goal is to build a supportive culture that prevents the escalation of mental health issues across the whole student body, rather than treating individual cases after they develop.

131. (C) Assist in the holistic development of every student.
The primary goal of school guidance is the all-round development of all students, including their academic success, career readiness, and personal-social well-being. Guidance is not just for students with problems; it is a proactive service that helps every individual understand their potential and navigate developmental challenges. By providing systematic support, these programs aim to foster resilient and well-adjusted individuals who can succeed in multiple areas of life.

132. (A) Both Statement I and Statement II are true.
Lifestyles are characterized by consistent patterns of behavior that either support or harm health. Promoting behaviors like exercise and healthy eating build physical and mental resilience. In contrast, damaging behaviors like chronic stress and substance abuse significantly increase the risk of developing various illnesses. Understanding both sides of the lifestyle spectrum is essential for individuals to make informed choices that contribute to long-term well-being.

133. (C) The irrational belief that one must, should, or ought to do or be something.
"Musturbation" is a term coined by Albert Ellis to describe the rigid, absolutist demands individuals often place on themselves, others, or the world. These "musts," "shoulds," and "oughts" are core irrational beliefs that lead to emotional distress when reality doesn't meet these unrealistic expectations. In RET, therapy focuses on helping clients recognize these demands and replace them with more flexible and rational preferences.

134. (A) Both A and R are true and R is the correct explanation of A.
Directive counseling is accurately described as counselor-centered because the practitioner takes an active, diagnostic role. Like a medical doctor, the counselor analyzes data, identifies

Click Here to Buy book on Amazon

the problem, and prescribes a course of action for the client to follow. This approach assumes the counselor's professional expertise is the primary driver of the problem-solving process, providing the client with clear direction and expert-led solutions.

135. (D) Cardiovascular diseases.
Atherosclerosis is the underlying process behind many cardiovascular conditions. It involves the buildup of plaques in the arteries, which narrows the vessels and restricts blood flow. This process can lead to coronary heart disease, strokes, and peripheral arterial disease. Managing lifestyle risk factors like diet and smoking is crucial because they directly contribute to the development of atherosclerosis and subsequent serious heart and vessel problems.

136. (A) P-3, Q-1, R-2, S-4
Carl Rogers is known for unconditional positive regard, and Albert Ellis developed the A-B-C model. E.G. Williamson's directive approach features the counselor as a diagnostician. Community psychology focuses on prevention and empowerment. Correctly matching these pioneers with their core concepts provides a clear overview of the major theoretical frameworks that shape modern psychological practice and public health strategies in different contexts.

137. (C) It is increasingly necessary to help individuals navigate complex personal, educational, and vocational challenges.
In today's rapidly changing world, individuals face a multitude of complex decisions regarding their education, careers, and personal lives. The sheer variety of options and the pressures of modern society make the systematic support provided by guidance and counseling more important than ever. These services help people gain the clarity and coping skills needed to make informed choices and successfully manage the transitions they encounter throughout their lives.

138. (A) Maintaining a sedentary lifestyle with minimal physical activity.
A sedentary lifestyle is a prime example of a health-damaging behavior because it is a significant risk factor for obesity, Type 2 diabetes, and cardiovascular disease. Unlike health-promoting behaviors like a high-fiber diet, stress management, or adequate sleep, physical inactivity leads to a decline in metabolic and cardiovascular health. Reducing sedentary time is a key strategy for improving long-term health and preventing various chronic illnesses.

139. (D) Secondary prevention.
School screening programs for learning difficulties are secondary prevention because they aim for the early detection of an existing problem. By identifying children who are struggling early, schools can provide targeted support and interventions to prevent these difficulties from leading to long-term academic failure or emotional distress. This proactive approach focuses on mitigating early symptoms before they become more severe or chronic developmental issues.

140. (B) The therapeutic relationship itself.
In non-directive counseling, the primary catalyst for change is the quality of the relationship between the counselor and the client. By providing core conditions like empathy and unconditional positive regard, the counselor creates a safe space where the client's own natural drive toward growth can flourish. This supportive alliance is more important than any specific technique or piece of expert advice in facilitating the client's self-discovery.

141. (D) 1, 2, and 3
Diabetes is a chronic metabolic condition characterized by high blood glucose levels. If left unmanaged, it can lead to serious long-term complications, including damage to the eyes, kidneys, nerves, and cardiovascular system. Understanding all these aspects—the nature of the disorder, its primary symptom, and its potential long-term risks—is essential for effective clinical management and for developing public health strategies to reduce its global impact.

142. (D) Non-directive Counselling
Non-directive counseling is built on the humanistic principle that individuals have the best understanding of their own internal experiences. Therefore, the client should lead the therapeutic process, with the counselor acting as a supportive facilitator rather than an expert authority. This approach trusts the client's

Downloaded from www.pdf.tube

159. (A) Atherosclerosis and hypertension.
Atherosclerosis (plaque buildup in arteries) and hypertension (high blood pressure) are the two primary underlying physiological causes of cardiovascular disease. They damage the heart and blood vessels over time, leading to serious events like heart attacks and strokes. Many other factors, such as smoking and poor diet, contribute to heart disease precisely by causing or worsening these two fundamental conditions, making them the primary targets for both prevention and treatment.

160. (B) The developmental needs and challenges of students in a complex world require systematic support.
Schools have a responsibility to support the holistic development of students, not just their academic progress. As children and adolescents navigate complex social environments, academic pressures, and career decisions, they require systematic guidance to develop the necessary coping and decision-making skills. Guidance programs provide this essential support, helping all students navigate the challenges of growing up and prepare for a successful and well-adjusted future in modern society.

161. (B) P-3, Q-4, R-1, S-2
The biopsychosocial model integrates biological, psychological, and social factors in health. Directive counseling features the counselor as an expert diagnostician. Non-directive counseling trusts the client's own capacity for self-healing. Rational-Emotive counseling focuses on irrational beliefs as the source of distress. Correctly matching these models with their core ideas is fundamental for understanding the different theoretical perspectives that guide modern healthcare and psychological interventions in various settings.

162. (A) Both A and R are true and R is the correct explanation of A.
Non-directive counseling is also known as "client-centered" because it shifts the locus of control from the therapist to the client. The approach is based on the belief that the client is the best expert on their own life and should direct the therapeutic process. The counselor's role is not to lead but to facilitate the client's self-exploration, placing the client's feelings, goals, and experiences at the center of the therapeutic work.

163. (C) An irrational belief.
In Rational-Emotive Therapy, an irrational belief is a thought that is absolutist, unrealistic, and self-defeating. The demand that life "must" be easy and that problems are "unbearable" is a classic example of this type of thinking. These beliefs are harmful because they lead to extreme emotional distress when life inevitably presents challenges. Therapy helps the client recognize these patterns and replace them with more rational and resilient ways of thinking about problems.

164. (D) Guidance is preventive and developmental, while counselling is remedial and therapeutic.
While the terms are related, guidance and counseling have distinct focuses. Guidance is a broad term for services that help all students with academic and career development in a proactive way. Counseling is a more specialized, intensive service that addresses personal and emotional problems, often in a remedial or therapeutic context. Understanding this distinction helps schools organize their services to provide both general developmental support and targeted therapeutic intervention for those in need.

NODIA

165. (C) Heart and blood vessels.
The term "cardiovascular" is derived from "cardio" meaning heart and "vascular" meaning blood vessels. Cardiovascular disease, therefore, refers to any disorder that affects the heart muscle itself or the network of arteries and veins that carry blood throughout the body. Conditions like coronary heart disease and strokes are the most common and serious forms of these disorders, which are major causes of disability and death worldwide.

166. (B) System/Community
Community psychology often focuses on creating change at a systemic or community level rather than just helping individuals one by one. By working to change a local law or policy, the psychologist aims to improve the environment for everyone in that community. This broad approach addresses the environmental factors that influence health and safety, making it a powerful tool for promoting well-being and preventing problems across an entire population.

151. (D) It must be flexible and adaptable to the changing needs of students.
A successful guidance program in a college must be able to evolve as the student population and the wider world change. Flexibility ensures that the services remain relevant to new challenges, such as shifts in the job market or changes in student mental health needs. By being adaptable, the program can continually improve its effectiveness and ensure it is providing the most appropriate support for student development.

152. (A) Rational-Emotive Therapy - Albert Ellis
Albert Ellis is the psychologist who founded Rational-Emotive Therapy, which focuses on identifying and changing irrational beliefs. In contrast, Carl Rogers is associated with non-directive counseling, and E.G. Williamson is known for the directive approach. Community psychology is a broad field, not a theory founded by Freud. Correctly identifying these major figures and their respective models is essential for understanding the history and diversity of modern psychological practice.

153. (C) A health-promoting lifestyle.
A health-promoting lifestyle involves a combination of proactive behaviors that maintain and enhance physical and mental well-being. Regular exercise, a balanced diet, stress management, and the avoidance of tobacco are all protective factors that reduce the risk of chronic diseases. Adopting these habits as part of a regular routine is a key strategy for individuals to improve their quality of life and increase their chances of living a long, healthy life.

154. (A) Make lifestyle changes, such as diet and exercise.
For many people diagnosed with Type 2 diabetes, the initial recommendation is to improve lifestyle habits. Enhancing diet and increasing physical activity can significantly improve the body's sensitivity to insulin and help regulate blood sugar levels. In some cases, these changes alone may be enough to manage the condition effectively, although medication or insulin may still be required if lifestyle modifications are not sufficient on their own.

155. (D) The emotional and behavioural consequences.
In the A-B-C model of Rational-Emotive Therapy, 'C' stands for the consequences of an individual's beliefs about an activating event. These consequences can be emotional, such as feeling anxious or depressed, or behavioral, such as withdrawing from social activities. Therapy focuses on showing the client how these consequences are directly driven by their beliefs (B), rather than being caused directly by the external event (A) itself.

156. (B) To stop a disease or problem from progressing through early detection and treatment.
Secondary prevention focuses on identifying problems at an early stage, often before significant symptoms have developed. By providing prompt treatment or intervention, the goal is to resolve the issue quickly or prevent it from becoming a more chronic or severe condition. This level of prevention is critical for managing issues like high blood pressure or early-stage learning difficulties before they cause lasting disability or significant academic impairment.

157. (C) The one-on-one or small group relationship to help students with their problems.
The counseling service is the specialized part of a guidance program that involves a therapeutic relationship between a professional counselor and a student. It provides a private space for students to explore personal, social, or emotional issues in depth. While other guidance services provide information or data, counseling focuses on the internal processes and emotional well-being of the student, helping them develop coping skills and resolve specific personal challenges.

158. (D) Non-directive Counselling
Empathy, congruence, and unconditional positive regard are the three "necessary and sufficient" conditions for therapeutic change in Carl Rogers' non-directive approach. Rogers argued that these qualities in a counselor create the optimal environment for clients to explore their feelings and move toward self-actualization. This relationship-centered philosophy is a defining characteristic of humanistic therapy and differs significantly from more directive or analytical approaches that focus on expert diagnosis and technical interventions.

Click Here to Buy book on Amazon

inherent capacity to gain insight and solve their own problems when provided with a safe and accepting environment for self-exploration.

143. (A) Integrated into the overall educational mission of the college.
A college guidance program is most effective when it is an integral part of the institution's educational culture. It should not be an isolated service but should work in harmony with academic departments and administration to support student success. This integration ensures that guidance goals align with the college's mission, making the services more relevant and accessible to students as they pursue their academic and personal development.

144. (B) The buildup of plaque in arteries (atherosclerosis).
LDL cholesterol is often called "bad cholesterol" because high levels lead to the accumulation of fatty deposits on the walls of the arteries. This process, known as atherosclerosis, narrows the arteries and restricts blood flow, which is a major cause of heart attacks and strokes. Monitoring and managing LDL levels through diet and medication is a primary strategy for reducing cardiovascular disease risk in many populations.

145. (B) Non-directive counselling
"Client-centered therapy" is a common alternative name for Carl Rogers' non-directive approach. This term highlights the fundamental shift from the counselor being the focus to the client being at the center of the therapeutic process. It emphasizes the importance of the client's own goals, feelings, and self-direction, with the therapist providing the supportive environment necessary for the client to find their own solutions and achieve personal growth.

146. (A) Primary prevention
This program is a classic example of primary prevention because it targets a group of children before they have developed any mental health issues. By teaching them coping skills, the intervention aims to reduce their risk and prevent the future onset of disorders. This proactive approach focuses on building resilience and protective factors in individuals who are at higher risk due to their family environment, but who are currently healthy.

147. (C) The individual's beliefs about the events.
Rational-Emotive Therapy is based on the idea that our thoughts mediate between external events and our emotional responses. It is not the event itself (A) that causes distress (C), but our beliefs (B) about that event. If those beliefs are irrational or absolutist, they lead to negative emotional consequences. Therefore, therapy focuses on identifying and changing these unhelpful thought patterns to improve emotional well-being and adaptive behavior.

148. (D) Vascular Diabetes
While there are many types of diabetes, "vascular diabetes" is not a recognized clinical classification. The main types include Type 1 (autoimmune), Type 2 (metabolic/lifestyle-related), and gestational diabetes (occurring during pregnancy). High blood sugar from any type of diabetes can lead to vascular complications, but the term itself does not describe a separate type of the disease with its own unique cause and pathogenesis.

149. (C) Collecting and disseminating educational, vocational, and personal-social information.
The information service is a key component of a guidance program that provides students with the data they need to make informed decisions. This includes information about different educational paths, job requirements, and personal-social development resources. By making this information accessible through brochures, workshops, and individual guidance, the school empowers students to plan their future and navigate the various challenges they face as they grow.

150. (A) Both A and R are true and R is the correct explanation of A.
Tertiary prevention is specifically aimed at individuals who already have a chronic condition. Its primary goal is to minimize disability, prevent further complications, and help individuals adapt to their health status. A post-stroke rehabilitation program is a perfect example, as it focuses on helping the patient regain function and improve their quality of life after the initial acute event has already caused significant physical or cognitive impact.

NODIA

167. (D) Chronic and excessive alcohol use.
Health-promoting behaviors are those that maintain or enhance physical and mental health. Alcohol abuse is a health-damaging behavior because it increases the risk of various cancers, liver disease, and cognitive impairment. In contrast, regular health screenings, a balanced diet, and strong social support are protective factors that improve health outcomes. Prioritizing promoting behaviors over damaging ones is a key strategy for long-term well-being and disease prevention in all populations.

168. (B) 2 and 3 only
Type 2 diabetes is primarily characterized by insulin resistance, where the body's cells do not respond effectively to insulin. It is not an autoimmune disease like Type 1. Because Type 2 is strongly associated with modifiable risks, lifestyle changes like improving diet and increasing exercise are central to its management. Understanding these features is essential for clinical treatment and for public health efforts aimed at preventing the rising incidence of the condition.

169. (C) Facilitate the optimal development of students in all aspects of their lives.
The primary goal of a college guidance program is to support the holistic growth of all students. This involves helping them succeed academically, plan their future careers, and manage personal and social challenges. By providing a comprehensive range of services, the program aims to ensure that every student has the tools and support they need to reach their full potential and have a successful and well-balanced college experience.

170. (A) Non-directive Counselling
Non-directive counseling is characterized by the use of empathetic listening and reflection of feelings. The counselor's goal is to help the client explore their own internal experience without being judged or directed. By saying, "It seems you feel very hurt," the counselor is demonstrating empathy and encouraging further self-exploration, which is a key technique in Rogers' client-centered approach for fostering insight and personal growth.

171. (D) A nationwide campaign promoting the "five-a-day" fruit and vegetable message.
Primary prevention focuses on the general population to promote healthy behaviors and prevent the onset of disease. A nationwide campaign about nutrition aims to reach everyone before they develop health problems, making it a clear example of primary prevention. In contrast, screening is secondary prevention, and rehabilitation or medical treatment for existing illness are tertiary interventions, as they occur after a risk factor or disease is already present.

172. (B) Biomedical model
The biomedical model is a traditional medical framework that views health as the absence of physical illness. It focuses on identifying physiological causes (like pathogens or genetic defects) and treating them with medical interventions like medication or surgery. While highly successful in many areas of medicine, it has been criticized for being reductionistic because it often overlooks the significant impact of psychological states and social environments on overall health and well-being.

173. (C) Self-actualization - Directive
Self-actualization is a core concept in humanistic, non-directive counseling, representing the client's innate drive toward personal growth and fulfillment. Directive counseling, in contrast, focuses more on diagnosis, analysis, and prescribing solutions for specific problems. The other pairs, such as RET using the A-B-C model and directive counseling involving diagnosis, are correctly matched according to established psychological theories. Understanding these distinctions is fundamental for accurately identifying different therapeutic philosophies and techniques.

174. (D) Help students get placed in appropriate educational courses or jobs.
The placement service is a specialized part of a guidance program that helps students transition into their next stage of education or the workforce. This involves helping them find suitable academic courses that match their interests and abilities, or assisting them in securing appropriate job opportunities. By facilitating these transitions, the placement service ensures that students can

Downloaded from www.pdf.tube

110. (D) The universal human requirement for assistance in making wise choices and adjustments.
The need for guidance is a natural part of the human experience as individuals navigate the complexities of life. Everyone faces significant transitions and difficult decisions where professional support can provide clarity and perspective. It is not a sign of weakness, but a universal requirement for informed decision-making and healthy personal development in a constantly changing and increasingly complex social and vocational world.

111. (A) II, IV, I, III
Counseling approaches have evolved over time, starting with Freud's psychoanalysis in the early 20th century. E.G. Williamson's directive counseling became prominent in the 1930s, followed by Carl Rogers' non-directive approach in the 1940s and 1950s. Albert Ellis developed Rational-Emotive Therapy in the mid-1950s. Understanding this chronological order helps researchers trace the shift from expert-led and analytical models to more humanistic and cognitive-behavioral perspectives.

112. (B) Tertiary prevention program
Tertiary prevention is designed for people who are already living with a chronic condition like diabetes. The focus is on long-term management, preventing future complications (such as nerve damage or kidney failure), and helping individuals maintain a good quality of life. This differs from primary prevention (preventing the disease) or secondary prevention (early screening), as it deals with the ongoing management of an established illness.

113. (B) Follow-up
E.G. Williamson's directive counseling model consists of six systematic steps: Analysis, Synthesis, Diagnosis, Prognosis, Counselling, and Follow-up. The follow-up phase is essential for evaluating the effectiveness of the guidance and ensuring the client is successfully implementing the suggested solutions. This structured methodology emphasizes the counselor's responsibility in managing the entire problem-solving process and monitoring the client's progress after the formal sessions conclude.

114. (A) absolute insulin deficiency; relative insulin deficiency and resistance
The core biological difference between the two types of diabetes lies in insulin availability and effectiveness. Type 1 involves an absolute lack of insulin because the body's immune system has destroyed the producing cells. Type 2 involves the body's cells becoming resistant to insulin, combined with the pancreas being unable to produce enough to overcome that resistance. This fundamental distinction dictates the different primary medical treatments required for each.

115. (C) Educational guidance
Educational guidance focuses specifically on helping students navigate their academic environment. This includes assisting them in choosing appropriate courses, developing effective study habits, and planning their educational path toward future goals. While educational guidance may overlap with career planning, its primary concern is the student's success and adjustment within the educational system itself, helping them make the most of their learning opportunities.

NODIA

116. (B) P-3, Q-4, R-2, S-1
A sedentary lifestyle is a health-damaging behavior, while a balanced diet is a health-promoting one. Cardiovascular disease includes conditions like strokes, and diabetes mellitus is defined by chronically high blood glucose levels. Correctly linking these terms demonstrates an understanding of how lifestyle choices directly impact the development and manifestation of major chronic physical health conditions and metabolic disorders.

117. (C) Guidance services should be available to every student, not just those with problems.
Modern guidance is a developmental service meant for all students, not just a remedial one for those in crisis. Every student can benefit from support in academic planning, career exploration, and personal growth. By making guidance "for all," schools ensure that every individual has access to the resources they need to navigate the challenges of growing up and preparing for their future successfully.

These factors contribute to insulin resistance, making it harder for the body to regulate blood sugar, which is the hallmark metabolic defect of Type 2 diabetes.

183. (D) Teacher or expert
In directive counseling, the practitioner takes a lead role based on their professional expertise. They act as a teacher who explains concepts and an expert who diagnoses the client's problem and prescribes a specific solution. This approach contrasts with more facilitative models, as it assumes that the counselor's specialized knowledge and active direction are necessary to guide the individual toward the most effective resolution of their academic or personal issues.

184. (A) Both A and R are true and R is the correct explanation of A.
Regular exercise is a powerful health-promoting behavior because it directly improves multiple physiological risk factors for heart disease. It helps maintain a healthy weight, which reduces the strain on the heart, and lowers both blood pressure and "bad" cholesterol levels. By addressing these factors, exercise significantly decreases the likelihood of developing cardiovascular problems, making it a cornerstone of both primary prevention and long-term management of heart health.

185. (C) Rational-Emotive Counselling
The belief that one "must" be loved and approved of by everyone is a classic irrational belief identified by Albert Ellis in RET. It is irrational because it is an absolute demand that is impossible to satisfy and leads to persistent anxiety and self-doubt. Therapy focuses on helping the client recognize the illogical nature of this "must" and replace it with more rational and flexible preferences that support healthy self-esteem and emotional resilience.

186. (A) An interaction of biological factors, psychological stress, and social habits.
The biopsychosocial model posits that cardiovascular disease is not caused by a single factor but by the complex interplay of biology, psychology, and social environment. Genetics and physiology provide the biological foundation, while psychological stress can cause immediate physical damage. Social habits, such as diet and social support, further influence health outcomes. This integrated view allows for a more comprehensive understanding and treatment of heart and blood vessel disorders.

187. (D) The principle of integration
The principle of integration states that guidance should be a fundamental part of the entire educational process, not an isolated service. It should be woven into the curriculum and school activities, with teachers and counselors working together to support student development. This ensures that guidance goals are consistent with the school's educational mission and that support is a regular part of the student's experience, rather than an occasional or separate event.

188. (D) 1, 2, and 3
Secondary prevention focuses on early detection and prompt treatment of problems that have already begun. Screening clinics, like those for blood pressure, are designed to identify risk factors in individuals who may not yet show symptoms. By intervening early with those showing early signs, these programs aim to stop problems from progressing into more serious conditions. This level of prevention is essential for managing health and behavioral issues before they cause significant impairment.

189. (C) Nephropathy
Cardiovascular diseases are those that directly affect the heart and blood vessels, such as heart attacks, strokes, and hypertension. Nephropathy is kidney disease, which is a common and serious complication of chronic conditions like diabetes or high blood pressure, but it is not classified as a cardiovascular disease itself. Understanding these distinctions is important for accurately categorizing different medical conditions and their primary physiological manifestations within the body's systems.

190. (D) Directive counsellors are active and diagnostic; non-directive counsellors are facilitative and reflective.
The fundamental difference lies in the level of control and direction provided by the counselor. Directive counselors take an active role in gathering data, diagnosing problems, and providing expert solutions. Non-directive counselors, however, focus on creating a

Click Here to Buy book on Amazon

counselor acts as a facilitator who provides the supportive environment needed for the client's own natural capacity for self-discovery and personal growth to flourish.

206. (D) A conscious and ongoing effort to engage in behaviors that support well-being.
A health-promoting lifestyle is characterized by consistent, proactive choices that aim to optimize both physical and mental health. This goes beyond just avoiding illness; it involves actively engaging in activities like balanced nutrition, regular exercise, and stress management as part of a regular routine. By taking a proactive role, individuals can improve their current quality of life and build long-term resilience against many chronic and lifestyle-related conditions throughout their lives.

207. (B) Guidance and Counselling
Guidance and counseling is a broad professional field that includes a variety of services designed to support individuals in different areas of their lives. Vocational counseling, social skills training, and academic planning are all components of this comprehensive field. Together, these services help individuals gain the information and coping skills they need to make informed decisions and achieve their full potential in academic, career, and personal-social domains.

208. (B) Insulin resistance - Characteristic of Type 2 Diabetes
Insulin resistance is the hallmark metabolic defect of Type 2 diabetes, where the body's cells do not respond effectively to the hormone. High blood sugar is a symptom of diabetes, not hypertension. Plaque buildup is the process known as atherosclerosis, which is characteristic of cardiovascular disease, not Type 1 diabetes. Correctly matching these physiological processes is vital for understanding the underlying biological causes and manifestations of different major chronic health conditions.

209. (B) Secondary prevention
This workshop is an example of secondary prevention because it focuses on early detection. By teaching teachers how to identify the early signs of depression, the school can provide prompt intervention and support for students before their condition becomes more severe. This proactive approach aims to identify and treat problems at their earliest stages, which is the core goal of secondary prevention strategies in both physical and mental health contexts.

210. (A) Belief (B) - such as "I am a total failure for failing this exam."
In the A-B-C model of Rational-Emotive Therapy, the primary target for therapeutic change is the irrational belief. While failing the exam is the activating event (A) and feeling depressed is the consequence (C), the therapist focuses on the "B"—the student's self-defeating interpretation. By showing the student that their belief "I am a total failure" is irrational and causes their distress, the therapist can help them adopt more rational and resilient thinking.

211. (C) Family history/genetics
Non-modifiable risk factors are those that individuals are born with and cannot change. Family history and genetics play a significant role in determining an individual's susceptibility to cardiovascular disease, but these are inherent traits. In contrast, modifiable risk factors like smoking, diet, and physical activity can be changed through lifestyle choices or medical treatment. Understanding both types of factors is essential for accurately assessing an individual's overall risk for heart disease.

NODIA

212. (D) Accepts the client as a person of worth without passing judgment.
Acceptance is a core principle in counseling that requires the practitioner to view the client with inherent worth and dignity. This does not mean the counselor must agree with all of the client's behaviors, but rather that they provide a non-judgmental environment where the client feels safe to be themselves. This core condition is essential for building trust and fostering the client's self-esteem, which is critical for personal growth and successful therapeutic outcomes.

213. (C) The teaching faculty and administration
A college guidance program's success depends on the cooperation of all major groups within the institution. Faculty are often the first to notice when a student is struggling and can provide essential referrals. Administrative support is critical for securing the necessary resources and leadership for the program. This collaborative

the primary cause of all hypertension. Other factors like genetics, obesity, physical inactivity, and stress also play critical roles. However, hypertension is both a disease itself and a major risk factor for other serious cardiovascular events like strokes and heart attacks, requiring comprehensive management.

199. (D) Developed and implemented with the cooperation of teachers, parents, and administrators.
A guidance program's success depends on the collaboration of all major stakeholders in the student's life. Teachers provide essential referrals and academic support, while administrators ensure the program has the necessary resources and leadership. Parents also play a vital role in supporting guidance goals at home. This collaborative approach ensures that the program is integrated into the student's entire environment and provides consistent and comprehensive developmental support for everyone.

200. (A) Type 1 is autoimmune; Type 2 is primarily related to lifestyle and insulin resistance.
The core biological difference between the two main types of diabetes is their cause. Type 1 is an autoimmune disease where the immune system destroys insulin-producing cells, leading to a total lack of the hormone. Type 2 involves the body's cells becoming resistant to insulin, often as a result of lifestyle factors like obesity. Understanding these distinct pathways is essential for developing appropriate medical treatments and for designing public health strategies to prevent Type 2 diabetes.

201. (A) P-4, Q-1, R-2, S-3
Congruence is a core condition in Rogers' non-directive therapy, while disputation is the active challenging of beliefs in Rational-Emotive Therapy. Synthesis is one of the structured steps in Williamson's directive counseling, and empowerment is a central philosophy in community psychology. Correctly matching these terms is essential for understanding the different theoretical focuses and practical techniques used in various fields of psychological practice and community-based intervention programs.

NODIA

202. (A) Both A and R are true and R is the correct explanation of A.
Even in a directive approach where the counselor takes an active lead, the ultimate focus remains on the welfare of the client. The counselor uses their expert diagnosis and prescription specifically to help the individual resolve their problems and move toward better adjustment. In this sense, all effective guidance and counseling, regardless of the counselor's level of control, is client-centered because its fundamental purpose is to serve the best interests and developmental needs of the client.

203. (D) To act as the college's primary law enforcement body.
Guidance programs are developmental and supportive services focused on student growth and success. Their goals include helping students with academic adjustment, career planning, and personal-social well-being. Punitive law enforcement is a disciplinary function of the college administration and is inconsistent with the counselor's role as a supportive, non-judgmental professional. While counselors may help students with behavioral issues, they do not function as the campus police or primary disciplinary body.

204. (B) The interaction between body, mind, and social environment.
The biopsychosocial model is a modern health framework that moves beyond a purely physical view of illness. it emphasizes that physical health is the result of a dynamic and ongoing interplay between biological traits, psychological states like stress and beliefs, and social factors such as family support and socioeconomic status. This integrated perspective is essential for understanding and treating complex chronic conditions in a holistic way that addresses the whole person within their environment.

205. (C) Locus of control and responsibility for problem-solving.
The primary distinction between directive and non-directive counseling lies in who takes the lead in the therapeutic process. In directive counseling, the counselor is the expert who provides solutions and directions. In non-directive counseling, the responsibility for insight and growth remains with the client, while the

237. (C) The body's cells becoming resistant to the effects of insulin.
Type 2 diabetes is a metabolic disorder characterized primarily by insulin resistance. In this condition, the body's cells, particularly in the muscles and liver, do not respond effectively to insulin, making it hard to absorb glucose from the blood. Initially, the pancreas produces more insulin to compensate, but eventually it cannot produce enough to overcome the resistance, leading to chronically high blood sugar levels and potential long-term organ damage.

238. (A) Both A and R are true and R is the correct explanation of A.
Periodic evaluation is a fundamental principle of organizing an effective guidance program. By systematically assessing the program's outcomes, administrators can determine which services are working and which need improvement. This ongoing process of evaluation and feedback ensures that the program remains relevant to student needs and continues to use its resources effectively to support student development and academic success within the unique school or college environment.

239. (A) Rational-Emotive Counselling
Helping a client recognize that an absolute demand, like "I must be perfect," is irrational and leads to anxiety is a hallmark of Rational-Emotive Therapy. Albert Ellis believed that these self-defeating beliefs are the primary cause of emotional distress. Therapy focuses on actively disputing these thoughts and replacing them with more rational and flexible philosophies, which in turn reduces negative emotions and helps the individual function more effectively in their daily life.

240. (B) Teaching parenting skills to all new parents in a community.
Teaching parenting skills to all new parents is a primary prevention initiative because it targets a healthy group before any problems have emerged. By providing these tools, the community aims to foster healthy family dynamics and prevent future behavioral or emotional issues in children. This broad, proactive approach focuses on building strengths and reducing risks across a whole population, making it a clear example of primary prevention in action.

241. (C) The Biopsychosocial model
The biopsychosocial model is the best framework for understanding the complex interaction of factors that influence health. It accounts for physiological processes like high blood pressure (biology), the impact of stress and beliefs on health (psychology), and the role of social support and environment (social). This integrated perspective allows healthcare providers to develop more comprehensive and effective strategies for both treatment and prevention of chronic conditions that are heavily influenced by lifestyle.

242. (A) Grow, develop, and find their own solutions.
Non-directive counseling is built upon the humanistic belief that every individual possesses an innate capacity for positive growth. By providing a core therapeutic environment of empathy, genuineness, and unconditional positive regard, the counselor removes the barriers that prevent the client's natural development. This supportive atmosphere empowers the client to lead their own process of self-exploration and discover the solutions that are most personally meaningful and sustainable for them.

243. (C) Check on graduates' career progress and the effectiveness of the guidance they received.
The follow-up service is a critical component for assessing the long-term impact of a guidance program. By tracking students after they have graduated or left the college, counselors can determine if the guidance they provided helped with their academic and career transitions. This feedback is essential for evaluating the effectiveness of the services and for making informed improvements to the guidance program to better meet future students' needs.

244. (B) Many forms of cardiovascular disease
Atherosclerosis is the underlying process behind most cardiovascular conditions. It involves the buildup of plaques in the arteries, which narrows the vessels and restricts blood flow to vital organs. This process can lead to serious events like coronary heart disease, heart attacks, and strokes. Managing lifestyle risk factors like diet and smoking is crucial because they directly contribute to the development of atherosclerosis and subsequent serious heart and blood vessel problems.

Downloaded from www.pdf.tube

approach ensures that guidance services are integrated into the college's culture and provide consistent and comprehensive developmental support for all students.

214. (B) Focusing exclusively on individual-level defects and their treatment.
Community psychology differs from traditional clinical models by moving beyond individual-level pathology. Its primary goals include understanding people within their social contexts and prioritizing prevention and empowerment. Instead of just treating individual defects, the field focuses on creating supportive environments and promoting well-being for entire communities. This systemic approach addresses the social and environmental factors that influence mental health and encourages collective action for sustainable positive social change.

215. (D) To dispute and challenge irrational beliefs.
In Rational-Emotive Therapy, the primary therapeutic task is an active and cognitive process. The counselor helps the client identify the irrational and absolutist thought patterns that lead to emotional distress. Through logical questioning and "disputing," the therapist shows the client that these beliefs are unfounded and self-defeating. By challenging these thoughts, the client can learn to replace them with more rational and adaptive philosophies for managing life's challenges.

216. (A) Has ceased to produce insulin.
Type 1 diabetes is characterized by an absolute insulin deficiency caused by the autoimmune destruction of the insulin-producing beta cells in the pancreas. Because the pancreas can no longer produce this vital hormone on its own, individuals with this condition must take external insulin injections or use an insulin pump for the rest of their lives to regulate their blood sugar levels and maintain their overall physical health.

217. (C) Rational-Emotive
Rational-Emotive Therapy is highly intellectual because it focuses on the client's cognitive processes—their beliefs and logical reasoning. It treats psychological distress as a result of illogical and irrational thinking. Unlike more experiential or humanistic approaches, RET uses a systematic and intellectual method of questioning to help clients recognize the flaws in their own thinking and replace them with more rational and scientifically-minded philosophies of life.

218. (A) Leading to risk factors like obesity, high cholesterol, and hypertension.
Poor nutrition is a health-damaging behavior that contributes to heart disease indirectly by causing other physiological risk factors. A diet high in saturated fats and calories leads to weight gain and elevated cholesterol, while excess salt can raise blood pressure. These factors together cause damage to the heart and blood vessels over time, significantly increasing the likelihood of serious cardiovascular events like heart attacks and strokes in all populations.

219. (D) Help the student and the counsellor better understand the student's abilities, interests, and needs.
The individual inventory service is a foundational component of a school guidance program that involves the systematic collection of data about each student. Using various tools like tests and interviews, the counselor builds a comprehensive profile. This information is not for discipline but for helping the student understand themselves better and for making informed decisions regarding their academic path and career development, supporting their overall growth and success.

NODIA

220. (A) Both A and R are true and R is the correct explanation of A.
Non-directive therapy is rooted in humanistic psychology, which has a positive view of human nature. This philosophy posits that every individual has an innate drive toward self-actualization—the tendency to grow and fulfill their potential. By providing a core therapeutic climate of empathy and acceptance, the counselor removes the barriers that hinder this natural process, allowing the client's own capacity for growth and self-healing to lead the therapy.

221. (C) Tertiary prevention
Tertiary prevention focuses on individuals who are already living with a long-term, chronic problem. The goal is to manage the situation, prevent further complications, and improve the individual's quality of life through rehabilitation and practical support. Helping a person find

supportive climate of empathy and reflection, allowing the client to lead the session and discover their own insights. This distinction reflects different philosophies regarding the primary driver of therapeutic change and the counselor's responsibility.

191. (A) Preventive
A preventive health model focuses on proactive measures taken before illness occurs. Its goal is to identify and manage risk factors through behaviors that promote wellness and reduce the likelihood of future disease. This approach contrasts with curative or reactive models, which focus on treating symptoms after a person is already sick. By prioritizing prevention, healthcare systems can reduce the overall incidence and severity of many chronic and lifestyle-related health conditions.

192. (B) Counselling is a process that can benefit anyone facing life's challenges or seeking personal growth.
Counseling is a versatile service that is not limited to those with clinical mental health issues. It is a process that helps any individual navigate life transitions, relationship problems, or academic and career decisions. By providing a safe space for exploration and problem-solving, counseling empowers people to develop better coping strategies and reach their full potential. It is a proactive and developmental service that supports well-being throughout the lifespan.

193. (B) Assessing the effectiveness of the guidance provided and offering further assistance.
The follow-up service is a critical component for evaluating a guidance program's success. By checking on students after they have received guidance or left the institution, counselors can determine if the interventions were effective and identify any ongoing needs. This information is essential for improving guidance services over time and for providing continued support to individuals as they navigate new challenges in their education or careers.

194. (A) B - The Belief System
In RET, the primary target for change is the client's irrational belief system. Albert Ellis argued that while we often cannot change the activating event (A) or the emotional consequence (C) directly, we can change how we interpret the event (B). By identifying and disputing these irrational beliefs, clients can develop more rational and adaptive ways of thinking, which leads to healthier emotional reactions and more constructive behaviors in their daily lives.

195. (C) Chronic sleep restriction to less than 5 hours per night.
Chronic sleep restriction is a health-damaging behavior because it negatively impacts cognitive function, emotional regulation, and physiological systems. Over time, inadequate sleep increases the risk of serious health problems like obesity, Type 2 diabetes, and cardiovascular disease. In contrast, behaviors like eating fruits and vegetables, practicing relaxation, and having safe sex are health-promoting actions that actively support and maintain overall physical and mental well-being in all populations.

196. (D) To stop problems from happening in the first place.
Primary prevention is the most proactive level of community intervention. Its goal is to reduce the incidence of problems by targeting the general population or high-risk groups before any symptoms appear. By promoting healthy environments and providing early support and education, primary prevention aims to address the root causes of psychological and social issues, making it a more sustainable and effective approach than waiting to treat problems after they arise.

197. (C) Integrates and combines principles and techniques from various counselling approaches.
Eclectic counseling is a flexible approach where the practitioner does not strictly follow a single theoretical model. Instead, they choose and combine techniques from different approaches (such as cognitive, humanistic, and behavioral) based on the unique needs and preferences of the client. This customized approach allows the counselor to tailor the therapy to be as effective as possible for the specific challenges and personal style of each individual client.

198. (C) Statement I is true, but Statement II is false.
High blood pressure is a complex condition with multiple causes. While excessive salt intake is a significant risk factor for many people, it is not

Click Here to Buy book on Amazon

crisis and prevent the problem from escalating. This targeted intervention focuses on prompt treatment during a high-risk period, which is the core goal of secondary prevention strategies.

230. (B) Securing the support and collaboration of the entire school staff.
An effective school guidance program cannot be run by the counselor alone. It must be a collaborative effort that involves the entire school community. Teachers provide essential referrals and support guidance goals in the classroom, while administrators ensure the program has the necessary resources. This collaborative approach ensures that the program is integrated into the school's culture and provides consistent and comprehensive developmental support for all students throughout their schooling.

231. (B) Authentic, transparent, and real in the therapeutic relationship.
Congruence, or genuineness, is one of the three core conditions for therapeutic growth identified by Carl Rogers. It means the counselor is being themselves, with their internal feelings matching their external behavior in the session. This authenticity helps to build a deep sense of trust and safety for the client. By being a "real" person, the counselor creates a more effective therapeutic alliance that fosters the client's own self-exploration and personal growth.

232. (A) Both Statement I and Statement II are true, and Statement II is the correct explanation of Statement I.
Cardiovascular disease and Type 2 diabetes are often called "lifestyle diseases" because their development is strongly influenced by modifiable habits. Choices regarding diet, physical activity, and smoking are primary risk factors for both conditions. Because these factors can be changed through conscious effort, they are major targets for prevention and management. This explanation correctly links lifestyle behaviors to the development and classification of these prevalent modern chronic health disorders.

233. (A) Address the individual differences among students.
Every student is a unique individual with their own set of abilities, interests, and needs. This diversity creates a fundamental requirement for guidance in schools, as a "one-size-fits-all" approach to education is insufficient. Guidance programs provide systematic support to help each student understand their own strengths and navigate the specific challenges they face, ensuring that every individual has the opportunity to reach their full potential and succeed.

234. (A) Focusing on proactive strategies to stop problems before they arise or escalate.
A "prevention" orientation in community psychology means taking action before a problem becomes severe or widespread. It involves implementing proactive strategies, such as education programs and community-wide initiatives, to address risk factors and promote well-being in a general population. This approach contrasts with traditional reactive models that wait for problems to emerge before providing treatment, making prevention a more sustainable and effective way to promote overall population health.

235. (D) They are solely focused on physical exercise.
A health-promoting lifestyle is a holistic concept that encompasses far more than just physical activity. While regular exercise is a vital component, it also includes behaviors like balanced nutrition, effective stress management, adequate sleep, and maintaining strong social support. These diverse habits work together to enhance both physical and mental well-being and reduce the risk of chronic diseases, representing a broad and integrated approach to personal health and long-term vitality.

236. (B) The counsellor identifying the nature and cause of the client's problem.
Diagnosis is a critical step in Williamson's directive counseling model. It involves the counselor using their professional expertise to analyze the data gathered about the client and identify the specific nature and underlying causes of their challenges. This structured approach mirrors the medical model, as it assumes that an accurate diagnosis is the essential foundation for prescribing an effective solution or course of action to help the individual with their adjustment.

NODIA

housing and employment after a long-term illness is a perfect example, as it focuses on long-term adjustment and social integration after the initial problem has already occurred.

222. (D) It is a broad term for a range of diseases affecting the heart and blood vessels.
Cardiovascular disease is an umbrella term that encompasses several different conditions, including coronary heart disease, cerebrovascular disease (like strokes), and peripheral arterial disease. These disorders involve the heart muscle or the entire network of blood vessels. While they share common risk factors like high blood pressure and atherosclerosis, they represent a diverse group of physical malfunctions within the circulatory system that are major causes of death worldwide.

223. (A) To help the individual become capable of self-guidance.
The ultimate goal of professional guidance is to empower the individual to make their own informed decisions and adjustments. It is not about making choices for the person but about helping them develop the self-understanding and decision-making skills they need to navigate life's challenges independently. By fostering this capacity for self-guidance, the counselor helps the individual achieve long-term personal growth and a greater sense of autonomy.

224. (C) Directive Counselling
E.G. Williamson's directive counseling approach is based on the idea that the counselor's expertise is central to the problem-solving process. This model is "counselor-centered" because the practitioner takes an active lead in gathering data, analyzing a client's traits, and prescribing a specific course of action. This systematic method focuses on diagnosis and expert-led solutions to help individuals with their academic adjustment and vocational planning in a structured way.

225. (B) Form a committee to conduct a needs-assessment of the student body.
Before starting any services, it is critical to understand the specific needs and resources of the college. Forming a committee ensures that different perspectives are represented, while a needs assessment provides essential data on student challenges. This systematic approach allows the college to set realistic goals and design guidance services that are relevant and effective in meeting the actual requirements of its unique student population from the very beginning.

226. (A) A health-damaging lifestyle
A health-damaging lifestyle is a pattern of chronic behaviors that significantly increase the risk of disease and premature death. Habits like smoking, poor nutrition, and physical inactivity are primary risk factors for serious chronic illnesses like heart disease and Type 2 diabetes. Recognizing this pattern is essential for health psychology, as changing these cumulative behaviors is a major goal for preventing disease and improving long-term health outcomes for individuals.

227. (B) P-3, Q-4, R-1, S-2
Type 1 diabetes is caused by autoimmune destruction of pancreatic cells, while Type 2 involves insulin resistance. Coronary heart disease results from the blockage of arteries supplying the heart, and a stroke occurs when blood flow to the brain is interrupted. Correctly matching these conditions with their primary features is fundamental for understanding the distinct biological pathways and physical manifestations of major chronic metabolic and cardiovascular health disorders.

228. (D) Rational-Emotive Counselling
This core philosophy of Rational-Emotive Therapy emphasizes that our emotional reactions are determined by our interpretations of events rather than the events themselves. Albert Ellis believed that irrational thinking—distorted or absolutist views of reality—is the primary cause of psychological suffering. Therefore, therapy focuses on helping clients recognize their unhelpful beliefs and replace them with more rational and adaptive perspectives to improve their overall emotional well-being and life satisfaction.

229. (C) Secondary prevention
Crisis hotlines are classic examples of secondary prevention because they aim for early intervention. When a student is feeling suicidal, the problem is already present but has not yet led to a tragic outcome. The hotline provides immediate support to manage the

Downloaded from www.pdf.tube

245. (C) Engaging in 30 minutes of moderate exercise five days a week.
Regular moderate exercise is a vital health-promoting behavior that improves both physical and mental health. It strengthens the cardiovascular system, helps regulate blood sugar, and reduces stress. In contrast, behaviors like smoking, poor diet, and chronic stress are health-damaging actions that significantly increase the risk of developing chronic diseases over time. Prioritizing regular physical activity is a foundational step in maintaining long-term vitality and preventing various lifestyle-related illnesses.

246. (B) It is a remedial process meant only for problem students.
Modern guidance is a developmental service designed for the benefit of all students, not just a remedial one for those in trouble. Every student faces academic, career, and personal challenges where professional support can be beneficial. By making guidance available to everyone, schools ensure that all individuals have the opportunity to understand their potential and develop the skills needed to succeed in all aspects of their lives as they grow.

247. (D) To identify and intervene with a problem at its earliest stages.
Secondary prevention focuses on identifying problems early, often before significant symptoms or disability have developed. By providing prompt treatment or intervention, the goal is to resolve the issue quickly or prevent it from becoming a more severe or chronic condition. This level of prevention is essential for managing health and behavioral issues before they lead to lasting impairment, which is the core goal of secondary prevention strategies in all contexts.

248. (A) Collecting data about the client from various sources.
'Analysis' is the first step in Williamson's directive counseling model. It involves the systematic collection of comprehensive data about the client from multiple sources, such as academic records, psychological tests, interviews, and family history. This foundational step is essential for building a complete profile of the individual, which the counselor then use in subsequent steps to diagnose the problem and prescribe an effective course of action for their adjustment.

249. (C) An autoimmune process that destroys pancreatic beta cells.
Type 1 diabetes is primarily caused by an autoimmune response where the body's immune system incorrectly attacks and destroys the insulin-producing beta cells in the pancreas. This leads to a total lack of insulin production. While Type 2 is strongly linked to lifestyle factors like obesity and insulin resistance, Type 1 is a distinct biological condition that requires lifelong insulin replacement and is generally not caused by diet or exercise habits.

250. (A) Rational-Emotive Therapy
Rational-Emotive Therapy is based on the idea that our thoughts mediate between external events and our emotional responses. Albert Ellis argued that it is our irrational and self-defeating beliefs about events that cause psychological distress. Therapy focuses on helping clients recognize these illogical thought patterns and replace them with more rational and adaptive ways of thinking, which in turn leads to improved emotional well-being and more constructive behaviors in their daily lives.

NODIA

251. (D) Considers psychological and social factors as important as biological factors.
The biopsychosocial model offers a more comprehensive view of health than the traditional biomedical model. It recognizes that physical health is influenced by a dynamic interplay of biological traits, psychological states, and social environments. This integrated perspective acknowledges that factors like stress and social support are as critical as genetics and pathogens in determining health outcomes, allowing for more holistic and effective strategies for both treatment and prevention of complex chronic conditions.

252. (B) Guidance is a service exclusively for the intellectually gifted.
A fundamental principle of modern guidance is that it is for everyone, regardless of their academic ability or personal background. Every student faces developmental challenges where professional support can provide clarity and perspective. By being inclusive, guidance

programs ensure that all individuals have access to the resources they need to understand their potential and navigate the complexities of education, career planning, and personal adjustment as they grow and mature throughout their lives.

253. (C) Displaying posters and brochures about different career paths.
The information service is a key component of a guidance program that provides students with the data they need to make informed choices. By making resources about different careers and educational paths accessible, the school empowers students to plan their own future. This service focuses on disseminating facts and resources, which differs from appraisal services that collect student data or counseling services that provide direct therapeutic support for personal and emotional problems.

254. (D) Primary Prevention - Treating chronic illness
Primary prevention is designed to prevent the onset of a disease before it occurs. Treating a chronic illness is an example of tertiary prevention, which focuses on long-term management and rehabilitation after a condition has already been established. The other pairs, such as primary prevention preventing onset and secondary prevention involving early detection, are correctly matched according to established psychological and public health definitions. Understanding these distinctions is fundamental for designing effective health intervention strategies at different levels.

255. (B) Involve the counsellor in an active role in guiding the therapeutic process.
Both directive counseling and Rational-Emotive Therapy are characterized by the counselor taking an active lead in the session. In directive counseling, the practitioner diagnoses and prescribes solutions, while in RET, the therapist actively disputes the client's irrational beliefs. Both approaches assume that the counselor's expertise and active direction are necessary to guide the individual toward more effective problem-solving and healthier ways of thinking, which contrasts with more passive or reflective models.

256. (B) Type 2 diabetes and cardiovascular disease.
A sedentary lifestyle and poor diet are major contributors to metabolic and cardiovascular health problems. They lead to weight gain, high cholesterol, and insulin resistance, all of which are significant risk factors for chronic illness. Over time, these cumulative effects significantly increase the likelihood of developing serious conditions like Type 2 diabetes and various forms of heart disease. Prioritizing physical activity and balanced nutrition is a key strategy for reducing these long-term health risks.

257. (B) Tertiary prevention
This program is an example of tertiary prevention because it focuses on individuals who already have established, long-term mental health issues. The goal is to provide rehabilitation and support to help them manage their condition and improve their quality of life. By focusing on social integration and practical skills after the initial problem has become chronic, these interventions aim to minimize disability and help individuals adapt successfully to their long-term health and personal circumstances.

258. (A) Both A and R are true and R is the correct explanation of A.
In non-directive therapy, empathetic understanding is a core therapeutic condition. The counselor tries to perceive the client's internal world accurately and without judgment. Rogers believed that when a client feels truly understood, they feel safe enough to explore their own feelings and move toward positive change. This supportive alliance empowers the client to lead their own process of self-discovery, which is essential for fostering their innate capacity for personal growth and self-healing.

259. (C) The body's inability to effectively use the insulin it produces.
The main cause of Type 2 diabetes is a combination of insulin resistance and a relative insulin deficiency. In this condition, the body's cells do not respond properly to insulin, making it harder to absorb glucose from the blood. While the pancreas may initially produce more insulin to compensate, it eventually fails to produce enough to maintain healthy blood sugar levels. This metabolic defect is strongly associated

Click Here to Buy book on Amazon

with lifestyle factors like obesity and physical inactivity.

260. (D) 1, 2, and 3
Directive counseling is defined by the counselor taking an active and expert lead in the therapeutic process. This involves gathering and analyzing data from various tests to build a comprehensive profile of the client. Based on this professional analysis, the counselor then diagnoses the problem and prescribes a specific course of action for the client to follow. These tasks reflect the approach's focus on the counselor's responsibility in managing the entire problem-solving and decision-making process.

261. (C) The clear articulation of its objectives and the support of the college administration.
A successful college guidance program requires a strong foundation of clear goals and administrative leadership. Objectives provide a roadmap for service delivery and a basis for evaluation. Support from the administration ensures that the program has the necessary funding, staffing, and resources to be effective. This organizational support is critical for integrating guidance into the college's overall mission and for providing consistent and sustainable developmental support for the entire student population.

262. (B) Consistently choosing nutrient-dense foods over highly processed ones.
Choosing a balanced diet rich in essential nutrients is a vital health-promoting behavior that supports both physical and mental well-being. It provides the body with the energy and nutrients needed for optimal function and reduces the risk of chronic diseases. In contrast, habits like physical inactivity, tobacco use, and avoiding medical check-ups are health-damaging actions that increase health risks. Prioritizing nutritious food choices is a foundational step in maintaining long-term health and vitality.

263. (D) Cardiovascular disease conditions.
A stroke and a heart attack are both serious medical emergencies caused by malfunctions within the circulatory system. A heart attack occurs when blood flow to the heart muscle is blocked, while a stroke occurs when blood flow to the brain is interrupted. Both conditions are major types of cardiovascular disease and are often the result of underlying issues like hypertension and atherosclerosis. Managing these risk factors is critical for preventing these life-threatening cardiovascular events.

264. (A) It is the cognitive filter through which an event is interpreted, and it causes the reaction.
In the A-B-C model of Rational-Emotive Therapy, 'B' represents the beliefs and interpretations that individuals place on an activating event. Albert Ellis argued that it is not the event itself (A) that causes emotional distress, but our thoughts about it. If these beliefs are irrational, they directly cause negative emotional and behavioral consequences (C). Therefore, the belief system acts as the primary target for therapeutic change to improve an individual's emotional well-being and adaptive behavior.

265. (C) People must be understood within their ecological and social contexts.
A core philosophy of community psychology is the recognition that individuals are profoundly influenced by their environments. To understand and address psychological distress, practitioners must look beyond the individual and consider social factors like poverty, education, and social support. This broad perspective emphasizes that well-being is not just an individual trait but is deeply linked to the health and fairness of the social systems in which people live and interact every day.

266. (A) P-4, Q-1, R-2, S-3
Primary prevention prevents disease onset, while secondary prevention involves early identification and treatment. Tertiary prevention focuses on reducing the complications of an already established chronic disease. Health promotion consists of actions taken to enhance overall well-being. Correctly matching these levels of intervention is essential for understanding how to design comprehensive public health and psychological support systems that target different stages of disease progression and various levels of population health needs effectively.

Downloaded from www.pdf.tube

population before health problems develop. By providing information and discouraging the behavior, these campaigns aim to reduce the incidence of smoking-related diseases across the whole community. This broad, proactive approach focuses on reducing risk factors and promoting healthy behaviors before any symptoms or illnesses have occurred, which is the core goal of primary prevention strategies.

283. (D) Effective and regular stress management.
Effective stress management is a vital health-promoting behavior that supports both physical and mental well-being. It helps reduce the negative physiological effects of chronic stress, such as high blood pressure and increased heart rate. In contrast, behaviors like smoking, poor diet, and a sedentary lifestyle are health-damaging actions that significantly increase the risk of developing various chronic diseases over time. Prioritizing regular stress reduction is a foundational step in maintaining long-term health and resilience in all populations.

284. (B) Type 2 Diabetes
Insulin resistance is the hallmark metabolic defect of Type 2 diabetes, where the body's cells do not respond effectively to the hormone. While the pancreas may initially produce more insulin to compensate, it eventually fails to produce enough to maintain healthy blood sugar levels. This condition is strongly associated with modifiable lifestyle factors like obesity and physical inactivity, which is the primary cause of the rising global incidence of Type 2 diabetes in modern populations.

285. (C) Directive
A counselor who takes an active lead by analyzing a student's data and prescribing a specific career choice is using a directive approach. This model is based on the idea that the counselor's professional expertise and active direction are necessary to guide the individual toward the most appropriate course of action for their adjustment. It contrasts with more humanistic or facilitative models where the client is encouraged to lead the decision-making process based on their own self-exploration.

286. (D) Clear and measurable program objectives.
Organizing an effective school guidance program requires a systematic approach starting with the definition of clear, measurable goals. These objectives provide a roadmap for service delivery and a basis for evaluating the program's success. Without defined goals, it is difficult to allocate resources, coordinate staff efforts, or determine if the guidance is effectively meeting the developmental needs of the student population. Setting clear objectives ensures the program is purposeful and can be continuously improved over time.

287. (A) Both Statement I and Statement II are true.
Directive counseling and Rational-Emotive Therapy are both active approaches where the counselor takes a strong lead in gathering data, diagnosing problems, or disputing beliefs. In contrast, non-directive counseling is characterized by a more passive and facilitative role for the therapist, who focuses on listening and reflecting the client's feelings. Understanding these differences in therapist activity is key to identifying different therapeutic styles and choosing the most appropriate model for meeting different client needs effectively.

288. (B) A blockage in the coronary arteries.
A heart attack, or myocardial infarction, occurs when the blood supply to a part of the heart muscle is blocked, usually by a clot in a coronary artery that has been narrowed by plaque buildup. Without oxygen, the heart muscle cells begin to die. This medical emergency is a primary form of cardiovascular disease and is often the result of long-term risk factors like hypertension and atherosclerosis. Managing these factors is critical for preventing life-threatening heart events in all populations.

NODIA

289. (B) Require assistance in making choices.
The fundamental need for guidance arises because all individuals face significant choices and transitions throughout their lives where professional support can provide clarity and perspective. Whether making academic decisions, planning a career, or navigating personal challenges, individuals often benefit from assistance in gaining self-understanding and developing effective decision-making skills. This makes guidance a universal and lifelong

coronary heart disease and strokes. Managing risk factors like high cholesterol and smoking is critical for preventing the development and progression of atherosclerosis and protecting overall heart and blood vessel health.

275. (C) A variety of services to meet diverse needs.
A well-organized college guidance program is comprehensive and provides multiple services to support the diverse needs of students. This includes services for academic planning, career exploration, personal counseling, and orientation for new students. By offering this range of systematic support, the program ensures that it can effectively address the various developmental challenges that students face, facilitating both their academic success and their personal growth as they mature throughout their college experience.

276. (D) Genetic and autoimmune destruction of cells.
Type 1 diabetes is primarily caused by an autoimmune response where the body's immune system incorrectly attacks and destroys the insulin-producing beta cells in the pancreas. This leads to a total lack of insulin production. While Type 2 is strongly associated with lifestyle factors like obesity and insulin resistance, Type 1 is a distinct biological condition that requires lifelong insulin replacement and is generally not caused by diet, exercise habits, or psychological stress.

277. (C) Community Psychology
Empowerment is a core philosophy in community psychology that shifts the focus from professional-led treatment to community-led change. It involves helping individuals and groups develop the skills, confidence, and resources needed to gain more control over their own lives and advocate for social change. This proactive process fosters resilience and self-determination, leading to more sustainable improvements in well-being by addressing the social and environmental factors that influence mental health in entire populations.

278. (B) The program must be rigid and unchangeable.
For a school guidance program to remain effective, it must be flexible and adaptable to the changing needs of the students and the wider community. Rigidity is counterproductive, as it prevents the program from evolving to address new challenges. Effective programs are systematically planned and based on continuous evaluation, allowing them to improve over time and ensure they are providing the most relevant and appropriate support for the developmental needs of the whole student population.

279. (D) Accepts the client without judgment.
Unconditional positive regard is one of the three core conditions for therapeutic change identified by Carl Rogers in his non-directive approach. It requires the counselor to accept and value the client as they are, without passing judgment on their thoughts or behaviors. This supportive and non-evaluative environment is essential for building trust and allowing the client to feel safe enough to explore their true feelings and move toward self-discovery and personal growth during therapy.

280. (A) Both A and R are true and R is the correct explanation of A.
Community psychology prioritizes prevention because it is more effective and sustainable to address the root causes of problems in a population than to treat individuals one at a time. By implementing proactive programs for issues like substance abuse, psychologists can reduce the overall incidence and impact of these challenges. This approach focuses on creating healthier social environments that support the well-being of the whole community, making it a more efficient way to promote population health.

281. (C) Degree of counsellor control in sessions.
The main difference between these two approaches is the level of control and direction provided by the counselor. Directive counselors take an active lead in gathering data, diagnosing problems, and prescribing specific solutions. Non-directive counselors, however, focus on being facilitative and reflective, allowing the client to lead the session and discover their own insights. This distinction reflects different philosophies regarding the primary driver of therapeutic change and the counselor's responsibility during the session.

282. (A) Primary prevention
Public service announcements about the dangers of smoking are classic primary prevention initiatives because they target the general

Click Here to Buy book on Amazon

267. (D) Managing their parents' financial investments.
School guidance programs are focused on the academic, career, and personal-social needs of students. Their goals include helping with subject choice, conflict resolution, and stress management to support healthy development and learning. Managing a parent's financial investments is a private family matter that falls outside the professional role and responsibilities of a school counselor. Counselors focus on the individual student's growth and adjustment within the educational and social environment of the school.

268. (B) Humans have an innate drive toward self-actualization.
The non-directive approach is built upon the humanistic belief that every individual possesses an internal drive toward growth and fulfillment. This tendency, called self-actualization, implies that clients have the internal resources needed to gain insight and solve their own problems if provided with a supportive environment. The counselor's role is not to lead but to facilitate this natural process by providing a core therapeutic climate of empathy, genuineness, and unconditional positive regard.

269. (C) Tertiary prevention
Tertiary prevention is specifically aimed at individuals who are already managing a long-term chronic condition. When a person with diabetes receives treatment for kidney failure, the goal is to manage this serious complication, prevent further decline, and maintain the best possible quality of life. This level of intervention focuses on long-term management and disability reduction after the initial disease has already led to significant physical impact and ongoing health challenges for the individual.

270. (D) To offer a professional, helping relationship to assist students with their concerns.
The counseling service is the specialized part of a guidance program that focuses on the therapeutic relationship between a counselor and a student. Its primary role is to provide a private and supportive space for students to explore their personal, social, or emotional challenges. By offering professional help, counselors help students develop coping skills and resolve specific concerns, which is a key component for supporting overall student well-being and personal development within the school.

271. (C) 1 and 3 only
Lifestyle choices have a profound impact on long-term health outcomes. Health-damaging behaviors like smoking or physical inactivity are major contributors to the risk of developing various chronic diseases. Conversely, health-promoting behaviors actively build resilience and support well-being. Recognizing both the risks of damaging habits and the significant impact of positive choices is essential for individuals to make informed decisions that improve their quality of life and decrease their chances of developing lifestyle-related illnesses.

NODIA

272. (B) Target population and timing of the intervention.
The fundamental difference between these two levels of prevention lies in who is being targeted and when the action is taken. Primary prevention targets the general population or high-risk groups before any problems have emerged, with the goal of preventing onset. Secondary prevention targets individuals or groups who are already showing early signs of a problem, with the goal of early detection and prompt treatment to stop the condition from becoming more severe or chronic.

273. (B) Rational-Emotive Counselling
Rational-Emotive Therapy is highly intellectual because it focuses on using logic and the scientific method to examine and question a client's belief system. Albert Ellis argued that psychological distress is caused by illogical and irrational thoughts. Therefore, therapy involves an active and structured process of questioning these thoughts to help clients recognize their flaws and adopt more rational and adaptive philosophies of life, which is a key characteristic of this cognitive-behavioral approach.

274. (A) An accumulation of cholesterol and other substances in the arterial walls.
Atherosclerosis is a chronic condition characterized by the buildup of fatty deposits, called plaque, on the inner lining of the arteries. This buildup narrows the vessels and restricts blood flow, which is a major underlying cause of many cardiovascular problems, including

service that supports healthy personal and social development in an increasingly complex and rapidly changing world.

290. (B) P-4, Q-3, R-1, S-2
Irrational beliefs are the primary target in Rational-Emotive Therapy, while unconditional positive regard is a core condition in non-directive counseling. Diagnosis and prescription are key features of directive counseling, and system-level intervention is a defining characteristic of community psychology. Correctly matching these concepts is essential for understanding the different theoretical focuses and practical techniques used in various fields of psychological practice and community-based intervention programs to support individual and population well-being.

291. (C) Regressive intervention
Community psychology recognizes three primary levels of intervention: primary, secondary, and tertiary prevention. "Regressive intervention" is not a recognized type of psychological or public health strategy. Primary prevention stops problems before they start, secondary prevention focuses on early detection and treatment, and tertiary prevention involves long-term management and rehabilitation. Understanding these standard classifications is essential for designing and evaluating effective community-based programs that target different stages of psychological and social problems within a general population.

292. (D) Cumulative over a period of time.
A health-damaging lifestyle is dangerous because its negative effects are often not visible immediately. Habits like smoking, poor nutrition, and a sedentary lifestyle cause slow, microscopic damage to the body's systems that builds up over many years. This cumulative effect significantly increases the risk of developing serious chronic diseases, such as heart disease or Type 2 diabetes, later in life. Recognizing this long-term impact is essential for motivating behavior change and promoting healthier habits for individuals.

293. (C) Guidance services
The guiding philosophy of professional guidance is to empower individuals to gain the self-understanding and skills they need to make their own informed decisions. It is not about making choices for the person, but about "helping them to help themselves." This principle respects the individual's autonomy and focuses on fostering their long-term personal growth and capacity for independent decision-making, which is a key goal for all developmental and supportive guidance services provided in schools and colleges.

294. (B) Disputation (D)
In Rational-Emotive Therapy, after identifying the activating event, the underlying irrational belief, and the resulting emotional consequence, the next critical step is disputation. This is an active process where the counselor uses logic and reason to challenge the client's irrational thoughts. The goal is to help the client recognize that their beliefs are unfounded and self-defeating, which is the essential first step toward adopting more rational and adaptive philosophies for managing their emotions and behaviors.

295. (D) A chronic metabolic disorder.
Diabetes is a long-term metabolic condition characterized by chronically elevated blood sugar levels. This occurs because the body either does not produce enough insulin or cannot effectively use the insulin it produces to absorb glucose from the blood. Over time, high blood glucose can cause significant damage to the body's organs and systems, including the heart, kidneys, and eyes. Recognizing the chronic nature of this disorder is essential for developing effective long-term management and treatment strategies.

296. (A) System-level intervention
A community psychologist working to change school policies is engaging in a system-level intervention. Instead of focusing on individual students, the goal is to improve the entire educational environment to be more inclusive and culturally sensitive. This broad approach addresses the environmental factors that influence the well-being of all students, making it a powerful tool for promoting social justice and preventing problems across a whole population. This systemic focus is a defining characteristic of the field of community psychology.

297. (C) Non-directive
Non-directive counseling is built on the humanistic belief that every individual has an

Downloaded from www.pdf.tube

8. What is the primary purpose of a realistic job preview (RJP) in personnel selection?
(A) To provide both positive and negative information about the job and organization.
(B) To test the applicant's cognitive abilities under pressure.
(C) To negotiate the final salary and benefits package with the candidate.
(D) To screen out candidates who do not meet the minimum educational qualifications.

9. According to Herzberg's Two-Factor Theory, which of the following is considered a 'Motivator' factor?
(A) Company policy
(B) Salary
(C) Recognition
(D) Working conditions

10. A manager who makes decisions alone without consulting subordinates is demonstrating which leadership style?
(A) Autocratic
(B) Democratic
(C) Laissez-faire
(D) Transformational

11. Match List I with List II regarding concepts in organizational and applied psychology.
List I: (Concept)
P. Organizational Climate
Q. Job Satisfaction
R. Sensory Deprivation
S. Personnel Selection
List II: (Description)
1. An attitudinal response to one's job
2. The process of choosing individuals with the right qualifications
3. The perceived properties of the work environment
4. A state of reduced sensory input from the environment
Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

12. The psychological discomfort and negative feelings that arise from being in a space with too many people is defined as:
(A) Population density
(B) Crowding
(C) Sensory overload
(D) Social facilitation

13. Which of the following statements about physical fitness and psychological well-being is incorrect?
(A) Regular exercise is often associated with a reduction in symptoms of depression and anxiety.
(B) Adherence to exercise programs is a major challenge studied in health psychology.
(C) Physical fitness has no significant impact on cognitive function or self-esteem.
(D) Exercise can improve mood and contribute to stress management.

14. Consider the following statements regarding industrial safety:
I. Human error is a significant contributor to workplace accidents.
II. A strong 'safety climate' in an organization can reduce accident rates.
III. Accident proneness is a discredited theory with no empirical support.
Which of the statements given above is/are correct?
(A) I and II only
(B) II only
(C) I and III only
(D) I, II and III

15. In the communication process, the receiver's act of interpreting the sender's message is called:
(A) Decoding
(B) Encoding
(C) Channeling
(D) Feedback

16. A training program that takes place in a simulated work environment away from the actual job site is an example of:
(A) On-the-job training
(B) Vestibule training
(C) Job rotation
(D) Apprenticeship

17. Which of the following is the most appropriate measure to assess the shared perceptions of

NODIA

CHAPTER 10

Organizational and Other Applied areas of Psychology

1. The process of gathering and analyzing information about the content and the human requirements of jobs, as well as the context in which jobs are performed, is known as:
(A) Job evaluation
(B) Job analysis
(C) Performance appraisal
(D) Personnel recruitment

2. Which of the following best describes the psychological state of 'flow' often sought in improving sports performance?
(A) A state of complete absorption in an activity, with loss of self-consciousness.
(B) A state of high anxiety and physiological arousal.
(C) A state of relaxation and mental detachment from the task.
(D) A state of competitive aggression focused on defeating the opponent.

3. Which of the following is considered a primary psychological effect of prolonged exposure to high levels of environmental noise?
(A) Improved long-term memory recall
(B) Increased pro-social and helping behavior
(C) Impairment of cognitive tasks, especially those requiring attention
(D) Enhanced creative problem-solving abilities

4. Read the given statements and choose the correct option.
Statement I: Job satisfaction is a multidimensional attitude an employee holds towards their job.
Statement II: An employee can be satisfied with some aspects of their job, like pay, but dissatisfied with other aspects, like supervision.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

5. Which of the following is NOT a typical goal of Organizational Development (OD) interventions?
(A) Increasing organizational effectiveness and health
(B) Improving problem-solving and renewal processes
(C) Enforcing a rigid hierarchical structure to increase control
(D) Fostering a more open and collaborative climate

6. A sports psychologist is working with an athlete on improving performance by having them mentally rehearse a successful outcome. This technique is best described as:
(A) Goal setting
(B) Imagery or visualization
(C) Biofeedback
(D) Progressive muscle relaxation

7. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): High population density does not always lead to the negative psychological experience of crowding.
Reason (R): The experience of crowding is a subjective feeling that is mediated by personal, social, and cultural factors.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Click Here to Buy book on Amazon

interviews to understand the root causes of the problems.
(D) Firing managers who are perceived to be ineffective.

26. Which of the following pairs is incorrectly matched?
(A) Job Description : List of tasks, duties, and responsibilities of a job
(B) Job Enlargement : Increasing the depth and responsibility of a job
(C) Job Specification : List of knowledge, skills, and abilities an individual must have
(D) Job Satisfaction : An individual's positive emotional state resulting from the appraisal of one's job

27. The concept of 'locus of control' is relevant to understanding industrial accidents because individuals with an external locus of control are more likely to:
(A) Believe they can prevent accidents through their own actions.
(B) Actively engage in safety behaviors and training.
(C) Take personal responsibility for maintaining a safe work environment.
(D) Attribute accidents to fate, luck, or powerful others.

28. The 'behavioral constraint' theory of crowding suggests that high density is perceived negatively because it:
(A) Interferes with or prevents the achievement of desired goals.
(B) Overloads an individual's information processing capacity.
(C) Leads to an increase in physiological arousal to an uncomfortable level.
(D) Violates personal space norms and cultural expectations.

29. The validity of a selection test that measures the degree to which test scores correlate with a criterion measure obtained at the same time is called:
(A) Predictive validity
(B) Content validity
(C) Concurrent validity
(D) Construct validity

30. In the context of the communication process, 'noise' can be all of the following EXCEPT:
(A) The clear and successful decoding of a message as intended.
(B) A loud factory environment making conversation difficult.
(C) A receiver being distracted by personal worries.
(D) The use of overly technical jargon with a non-expert audience.

31. Match List I with List II.
List I: (Leadership Theory)
P. Path-Goal Theory
Q. Transformational Leadership
R. Leader-Member Exchange (LMX) Theory
S. Trait Theory
List II: (Core Idea)
1. Focuses on the dyadic relationship between a leader and each follower.
2. Identifies specific characteristics (e.g., intelligence, dominance) of effective leaders.
3. Leader's job is to assist followers in attaining their goals and provide necessary support.
4. Leader inspires and motivates followers to achieve extraordinary outcomes.
Codes:
(A) P-4, Q-3, R-2, S-1
(B) P-3, Q-4, R-1, S-2
(C) P-1, Q-2, R-3, S-4
(D) P-3, Q-1, R-4, S-2

32. Which of the following is a primary goal of exercising and promoting physical fitness from a psychological perspective?
(A) To maximize an individual's athletic potential for competitive sports.
(B) To enhance psychological well-being, including mood and stress reduction.
(C) To conform to societal standards of physical appearance.
(D) To eliminate the need for any other form of mental health intervention.

33. Research on sensory deprivation found that prolonged reduction of sensory input can lead to:
(A) Improved concentration and logical reasoning.
(B) A state of deep, restful relaxation.

NODIA

employees about their organization's policies, practices, and procedures?
(A) Job satisfaction survey
(B) Organizational climate survey
(C) Personality inventory
(D) Performance appraisal form

18. Arrange the following stages of the personnel selection process in the correct chronological order:
1. Preliminary Interview
2. Job Application
3. Background Investigation
4. Final Selection Decision
5. Employment Tests

(A) 2, 1, 5, 3, 4
(B) 1, 2, 3, 5, 4
(C) 2, 5, 1, 4, 3
(D) 1, 5, 2, 3, 4

19. Which theory of leadership suggests that a leader's effectiveness is contingent upon the situation?
(A) Trait Theory
(B) Behavioral Theory
(C) Fiedler's Contingency Theory
(D) Great Man Theory

20. The 'Hawthorne Effect' observed in early industrial psychology studies refers to the phenomenon where:
(A) Changes in physical working conditions directly increase productivity.
(B) Financial incentives are the only effective motivators for workers.
(C) Repetitive tasks inevitably lead to boredom and decreased output.
(D) Employees' productivity improves simply because they are being observed or given special attention.

21. Read the given statements and choose the correct option.
Statement I: Noise is defined as any unwanted sound.
Statement II: The psychological effect of noise depends solely on its decibel level, not on its predictability or controllability.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

NODIA

22. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Transformational leaders inspire followers to transcend their own self-interests for the good of the organization.
Reason (R): They achieve this by using a system of contingent rewards and corrective actions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

23. The 'affective' component of a job attitude refers to:
(A) The employee's beliefs about the job.
(B) The employee's intention to behave in a certain way towards the job.
(C) The employee's feelings or emotions towards the job.
(D) The employee's objective evaluation of the job's characteristics.

24. A sports psychologist helping a team improve its performance by enhancing coordination, communication, and mutual support among players is focusing on:
(A) Individual goal setting
(B) Arousal regulation
(C) Attentional focus
(D) Team cohesion

25. The following case study describes a common scenario in organizational settings.
A company experiencing high employee turnover and low morale hires an organizational development consultant. Which of the following actions represents a 'diagnostic' phase of OD?
(A) Implementing a new company-wide bonus structure.
(B) Conducting team-building workshops for all departments.
(C) Administering surveys and conducting

innate drive toward growth and fulfillment. This approach puts the most faith in the client's own internal resources and potential for self-healing. By providing a core therapeutic environment of empathy and acceptance, the counselor removes the barriers that hinder the client's natural development, allowing their own capacity for growth to lead the therapeutic process. This trusts the client as the ultimate expert on their own life.

298. (D) 1, 2, and 3
Organizing an effective guidance program in a school or college must begin with these three essential steps. Creating a committee ensures a collaborative approach with multiple perspectives. Assessing student needs provides the essential data for designing relevant services. Formulating clear objectives provides a roadmap for service delivery and a basis for evaluation. Together, these steps provide the strong organizational foundation needed to build a sustainable and effective program that supports the developmental needs of the whole student population.

299. (D) Cardiovascular disease
Hypertension (high blood pressure) and high cholesterol are two of the most significant physiological risk factors for cardiovascular disease. Hypertension puts constant strain on the heart and blood vessels, while high cholesterol leads to the buildup of plaque in the arteries (atherosclerosis). Together, these factors significantly increase the likelihood of serious circulatory events, such as heart attacks and strokes. Managing these factors through lifestyle changes or medication is a primary strategy for reducing heart disease risk and protecting overall health.

300. (B) Evaluate the program's success.
The primary purpose of a follow-up service is to assess the long-term impact and effectiveness of the guidance program. By checking on students after they have received services or graduated, counselors can determine if the interventions helped with their academic and career transitions. This feedback is essential for identifying the program's strengths and weaknesses, allowing administrators to make informed improvements to the services to ensure they continue to meet the developmental needs of future students effectively.

www.nodia.in

Downloaded from www.pdf.tube

(C) Hallucinations and impaired cognitive functioning.
(D) Heightened sensory acuity and awareness.

34. Consider the following statements about decision-making in organizations:
I. The 'Rational Model' of decision-making assumes that the decision-maker has complete information and can identify all relevant options.
II. 'Bounded Rationality' suggests that decision-makers are limited by their cognitive capacity and available information.
III. 'Groupthink' is a mode of thinking that enhances critical evaluation and leads to better group decisions.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

35. A manager believes that employees are inherently lazy and must be coerced and controlled to work. This belief aligns with which of McGregor's theories?
(A) Theory Y
(B) Theory Z
(C) Theory X
(D) Motivation-Hygiene Theory

36. Which of the following is a key characteristic of a positive organizational climate?
(A) High levels of interpersonal conflict and competition.
(B) A perception of high support, trust, and openness.
(C) Low levels of trust between employees and management.
(D) Ambiguous roles and a lack of performance feedback.

37. An athlete experiencing a decline in performance due to excessive anxiety before a competition could most benefit from which sports psychology technique?
(A) Increasing the intensity of their physical training.
(B) Setting more ambitious and challenging performance goals.
(C) Watching videos of their past failures to motivate them.
(D) Arousal regulation strategies like deep breathing.

38. The principle that performance is optimal at a moderate level of arousal and declines if arousal is too high or too low is known as the:
(A) Yerkes-Dodson Law
(B) Law of Effect
(C) Social Facilitation Theory
(D) Drive Reduction Theory

NODIA

39. The distinction between 'population density' and 'crowding' in environmental psychology is that:
(A) Density is a psychological concept, while crowding is a physical one.
(B) Density refers to the number of people per unit of space, while crowding is the subjective negative feeling it may cause.
(C) Crowding and density are synonymous terms for the same phenomenon.
(D) Crowding refers to outdoor spaces, while density refers to indoor spaces.

40. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Training is a crucial function in organizations aimed at improving employee skills and knowledge.
Reason (R): A thorough training needs analysis should precede the design and implementation of any training program to ensure its effectiveness.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

41. Which of the following is the best example of a 'human factors' cause of an industrial accident?
(A) A machine malfunction due to a faulty part.
(B) Poor lighting in the work area.
(C) A slippery floor due to an oil spill.
(D) A worker's fatigue leading to a lapse in attention.

96. Which of the following is a defining characteristic of a laissez-faire leadership style?
(A) The leader makes all decisions unilaterally.
(B) The leader involves the group in the decision-making process.
(C) The leader abdicates responsibility and avoids making decisions.
(D) The leader inspires followers with a compelling vision.

97. The process of evaluating an employee's current or past performance relative to his or her performance standards is:
(A) Job analysis
(B) Recruitment
(C) Performance appraisal
(D) Training needs analysis

98. A company implements a new safety protocol. Which of the following would be the best way to evaluate the 'behavioral' change component of this training?
(A) Asking employees if they liked the training session.
(B) Testing employees on their knowledge of the new protocol.
(C) Observing employees on the job to see if they are following the new protocol.
(D) Calculating the reduction in the company's insurance premiums.

99. Consider the following statements related to environmental psychology:
I. Personal space is the culturally defined, variable area that people maintain around themselves.
II. Invasion of personal space is a primary cause of the feeling of crowding.
III. The amount of personal space required is universal and does not vary across cultures.
Which of the statements given above is/are correct?
(A) III only
(B) I and II only
(C) I and III only
(D) I, II and III

100. In the communication process, the medium through which a message travels is called the:
(A) Sender
(B) Receiver
(C) Channel
(D) Feedback

101. Arrange the following levels of training evaluation from the simplest to the most complex, according to Kirkpatrick's model:
1. Results
2. Behavior
3. Learning
4. Reaction
(A) 4, 3, 2, 1
(B) 1, 2, 3, 4
(C) 4, 2, 3, 1
(D) 3, 4, 1, 2

102. An organization characterized by low trust, high fear, and closed communication is said to have a poor:
(A) Financial standing
(B) Market share
(C) Organizational climate
(D) Product portfolio

103. The primary objective of organizational development (OD) is to:
(A) Increase short-term profits through cost-cutting.
(B) Implement planned change to improve an organization's effectiveness and employee well-being.
(C) Discipline underperforming employees and managers.
(D) Downsize the workforce to improve efficiency.

104. Which of these is a technique specifically designed to improve sports performance by managing anxiety?
(A) Progressive muscle relaxation
(B) Negative self-talk
(C) Outcome-oriented goal setting only
(D) Increased caffeine intake

105. Read the given statements and choose the correct option.
Statement I: Industrial accidents are caused exclusively by unsafe working conditions.
Statement II: Worker behaviors, personality traits, and transient states like fatigue can also be significant contributing factors to accidents.
(A) Both Statement I and Statement II are

Click Here to Buy book on Amazon

(C) I and III only
(D) I, II and III

52. The 'grapevine' in organizational communication refers to:
(A) The formal, hierarchical communication channel.
(B) The informal communication network within an organization.
(C) The official company newsletter.
(D) Communication that flows only from top management downwards.

53. A basketball player who consistently performs better in games than in practice might be experiencing:
(A) Social loafing
(B) Performance anxiety
(C) Social facilitation
(D) Choking under pressure

54. The term 'ergonomics' is most closely associated with which of the following areas?
(A) Developing advertising strategies to influence consumer choice.
(B) Providing therapy for employees with personal problems.
(C) Structuring financial incentive plans to motivate employees.
(D) Improving the design of equipment and work environments to fit human capabilities.

55. Match List I with List II.
List I: (Organizational Concept)
P. Job enlargement
Q. Job enrichment
R. Job rotation
S. Job analysis
List II: (Definition)
1. Systematically moving employees from one job to another
2. Increasing the number of different tasks required in a job
3. The procedure for determining the duties and skill requirements of a job
4. Increasing the degree of responsibility and control a worker has over a job
Codes:
(A) P-1, Q-3, R-2, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-2, Q-1, R-4, S-3
(D) P-3, Q-4, R-1, S-2

56. All of the following are common barriers to effective communication EXCEPT:
(A) Filtering
(B) Selective perception
(C) Information overload
(D) Active listening

57. From the perspective of environmental psychology, the "overload theory" of crowding posits that the negative effects of high density are due to:
(A) Receiving too much stimulation from the social environment.
(B) An inability to control social interactions.
(C) A reduction in an individual's personal freedom.
(D) The physical discomfort of being too close to others.

58. The Minnesota Satisfaction Questionnaire (MSQ) is a tool used to measure:
(A) Personality traits
(B) Organizational climate
(C) Job satisfaction
(D) Leadership style

NODIA

59. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Unpredictable and uncontrollable noise is generally more stressful than predictable and controllable noise, even at the same decibel level.
Reason (R): The ability to predict or control a stressor gives an individual a sense of agency, which mitigates the stress response.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

60. An organization's 'safety climate' is best described as:
(A) The physical temperature and weather conditions of the workplace.
(B) The set of formal rules and regulations

78. Which of the following is NOT a core characteristic of transformational leadership?
(A) Idealized influence
(B) Management-by-exception
(C) Inspirational motivation
(D) Intellectual stimulation

79. The belief that one's own efforts will lead to a desired performance level is known as 'expectancy' in Vroom's Expectancy Theory of motivation. How does this relate to job satisfaction?
(A) It is unrelated to job satisfaction.
(B) High expectancy directly causes job dissatisfaction by creating pressure.
(C) High expectancy often contributes to higher motivation, which can lead to satisfaction if performance is rewarded.
(D) Expectancy is a measure of satisfaction, not a contributor to it.

80. A city's plan to create more parks and green spaces to improve citizens' mental health is an application of principles from:
(A) Sports Psychology
(B) Organizational Psychology
(C) Personnel Psychology
(D) Environmental Psychology

81. Arrange the following leadership theories in the approximate chronological order of their emergence:
1. Behavioral Theories
2. Trait Theories
3. Contingency Theories
4. Transformational Leadership
(A) 2, 1, 3, 4
(B) 1, 2, 3, 4
(C) 2, 3, 1, 4
(D) 3, 1, 2, 4

82. The 'behavioral' component of an attitude towards exercise would be:
(A) Believing that exercise is good for health.
(B) Actually going to the gym three times a week.
(C) Feeling happy after a workout.
(D) Planning to start an exercise program next month.

83. Which statement about the effects of crowding is most accurate?
(A) Crowding universally leads to aggression and antisocial behavior in all cultures.
(B) High density environments always enhance social bonding and cooperation.
(C) The effects of crowding can be mediated by factors like personal control and prior experience.
(D) Crowding has significant effects on animal behavior but not on human behavior.

84. Consider the following statements:
I. Industrial safety is concerned only with preventing physical injuries, not psychological stress.
II. A 'near miss' is an event that did not result in injury but had the potential to do so.
III. Safety training is most effective when it is a one-time event during employee orientation.
Which of the statements given above is/are correct?
(A) II only
(B) I and II only
(C) II and III only
(D) I, II and III

85. In a selection context, reliability refers to:
(A) The consistency and stability of a measurement procedure over time.
(B) The extent to which a test measures what it claims to measure.
(C) The job-relatedness of the test content.
(D) The correlation between test scores and future job performance.

86. Which of the following is a key reason for conducting a training needs assessment?
(A) To ensure all employees receive the same amount of training hours.
(B) To determine if training is the appropriate solution to a performance problem.
(C) To choose the most expensive training program available.
(D) To satisfy a legal requirement without regard to effectiveness.

87. Read the given statements and choose the correct option.
Statement I: Organizational climate is a

Downloaded from www.pdf.tube

(C) Situational causes of accidents
(D) Accident proneness

70. The Transtheoretical Model of behavior change is often applied to exercise adherence. Which stage represents a person who is not intending to start exercising in the foreseeable future?
(A) Contemplation
(B) Precontemplation
(C) Preparation
(D) Action

71. Match List I with List II.
List I: (Decision-Making Bias)
P. Anchoring Bias
Q. Availability Heuristic
R. Confirmation Bias
S. Escalation of Commitment
List II: (Description)
1. Seeking out information that reaffirms past choices and discounting information that contradicts them.
2. Increasing commitment to a previous decision in spite of negative information.
3. The tendency to fixate on initial information and fail to adequately adjust for subsequent information.
4. The tendency for people to base their judgments on information that is readily available to them.

Codes:
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-4, R-2, S-3

72. A key difference between organizational climate and organizational culture is that:
(A) Climate is more stable and enduring than culture.
(B) Climate refers to shared values and assumptions, while culture refers to shared perceptions.
(C) Climate refers to shared perceptions, while culture refers to shared values and assumptions.
(D) There is no significant difference; the terms are interchangeable.

73. The study of the psychological effects of living in an environment with minimal or no external stimuli is known as:
(A) Environmental overload
(B) Crowding research
(C) Noise abatement study
(D) Sensory deprivation

74. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A well-defined communication process is vital for effective organizational functioning.
Reason (R): Ambiguity in communication can lead to errors, conflict, and reduced productivity.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

75. A coach advises a tennis player to focus on the seams of the ball as it travels towards them. This is an example of a strategy to improve:
(A) Motivation
(B) Arousal level
(C) Concentration
(D) Team cohesion

NODIA

76. The process of attracting a pool of qualified applicants for jobs in an organization is called:
(A) Selection
(B) Job analysis
(C) Training
(D) Recruitment

77. Which of the following is an example of a downward communication channel in an organization?
(A) A manager providing performance feedback to a subordinate.
(B) A team member giving a project update to their manager.
(C) Two colleagues from different departments collaborating on a task.
(D) Employees complaining to each other about company policy.

42. In decision-making, the tendency to stick with an initial decision even when presented with evidence that it is wrong is known as:
(A) Anchoring bias
(B) Escalation of commitment
(C) Confirmation bias
(D) Availability heuristic

43. Which of the following is an example of an Organizational Development (OD) intervention aimed at the individual level?
(A) Survey feedback
(B) Team building
(C) Sensitivity training (T-groups)
(D) Intergroup development

44. A structured interview in personnel selection is characterized by:
(A) A free-flowing conversation with no set questions.
(B) Asking questions that are unrelated to the job to assess personality.
(C) Allowing the candidate to lead the direction of the interview.
(D) A standardized set of job-related questions asked of all applicants.

45. The three components commonly identified in the study of job attitudes are:
(A) Affective, cognitive, and behavioral.
(B) Pay, benefits, and working hours.
(C) Leader, follower, and situation.
(D) Task, relationship, and structure.

46. Which one of the following is a potential negative consequence of environmental air pollution on human psychology and behavior?
(A) Increased altruism
(B) Reduced cognitive performance and increased aggression
(C) Enhanced memory consolidation
(D) Greater feelings of community connection

47. Read the given statements and choose the correct option.
Statement I: Goal setting is a powerful technique for enhancing motivation and performance in sports.
Statement II: To be effective, goals should be vague and easily attainable.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

48. The concept that refers to the degree to which an organization's rules, procedures, and communications are formally and explicitly stated is:
(A) Formalization
(B) Centralization
(C) Span of control
(D) Departmentalization

49. Arrange the following steps in a typical Organizational Development (OD) program in chronological sequence:
1. Intervention
2. Diagnosis
3. Evaluation and Feedback
4. Entry and Contracting
5. Data Collection

(A) 4, 5, 2, 1, 3
(B) 2, 4, 5, 1, 3
(C) 4, 2, 1, 5, 3
(D) 1, 2, 4, 5, 3

50. The study of how the physical environment, both natural and built, affects human behavior and well-being is the focus of:
(A) Industrial Psychology
(B) Social Psychology
(C) Clinical Psychology
(D) Environmental Psychology

51. Consider the following statements regarding the role of leadership:
I. A leader's role is solely to provide clear instructions and enforce rules.
II. Effective leaders can influence organizational climate and employee job satisfaction.
III. Leadership is a process of influencing a group towards the achievement of goals.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only

Click Here to Buy book on Amazon

snapshot of the organizational environment at a particular time.
Statement II: Organizational culture represents the deeper, more enduring values and assumptions of an organization.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

88. A leader who provides vision and a sense of mission, and who instills pride, is demonstrating which component of transformational leadership?
(A) Intellectual Stimulation
(B) Individualized Consideration
(C) Inspirational Motivation
(D) Idealized Influence (Charisma)

89. Match List I with List II.
List I: (OD Intervention)
P. Sensitivity Training
Q. Survey Feedback
R. Process Consultation
S. Team Building
List II: (Focus)
1. Using questionnaires and group discussions to identify and solve problems.
2. A consultant helps a client to perceive, understand, and act upon process events.
3. High-interaction group activities to increase trust and openness among team members.
4. Unstructured group interaction to learn about interpersonal relations and group dynamics.
Codes:
(A) P-1, Q-4, R-3, S-2
(B) P-4, Q-1, R-2, S-3
(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-1, R-2, S-4

90. The decision-making model where individuals choose the first alternative that is "good enough" rather than searching for the optimal solution is known as:
(A) Rational model
(B) Satisficing model
(C) Intuitive model
(D) Political model

91. The primary psychological benefit of regular physical exercise often cited in research is:
(A) Increased intelligence quotient (IQ).
(B) Elimination of all daily stressors.
(C) Anxiolytic and antidepressant effects.
(D) Enhanced ability for sensory deprivation.

92. The phenomenon of "choking" in sports is best described as:
(A) A steady improvement in performance under pressure.
(B) The optimal state of flow and peak performance.
(C) A deliberate lack of effort during a competition.
(D) A significant performance decrement under high-pressure situations.

93. A major source of environmental stress in urban settings, characterized by its ability to interfere with concentration and sleep, is:
(A) Environmental noise
(B) Sensory deprivation
(C) High population density
(D) Lack of green spaces

94. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A well-designed job should provide employees with autonomy and feedback.
Reason (R): According to the Job Characteristics Model, these core job dimensions lead to positive psychological states, which in turn improve work outcomes like satisfaction and motivation.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

95. All of the following are potential outcomes of high job satisfaction EXCEPT:
(A) Lower employee turnover
(B) Lower absenteeism
(C) Higher rates of workplace accidents
(D) Higher organizational citizenship behavior

Downloaded from www.pdf.tube

regarding workplace safety.
(C) The shared perceptions among employees regarding the value and priority of safety in the organization.
(D) The number of accidents that have occurred in the past year.

61. Which type of selection interview lacks a consistent structure and allows the interviewer to ask any questions that come to mind?
(A) Structured interview
(B) Situational interview
(C) Behavioral interview
(D) Unstructured interview

62. What is the primary focus of sports psychology when it comes to improving performance?
(A) Analyzing the biomechanics of an athlete's movement.
(B) Applying psychological principles to enhance athletic performance and well-being.
(C) Developing optimal nutritional plans for athletes.
(D) Designing physical conditioning programs to increase strength and endurance.

63. Read the given statements and choose the correct option.
Statement I: Job satisfaction and job performance are strongly and positively correlated in all situations.
Statement II: The relationship between satisfaction and performance can be influenced by other factors, such as personality and the nature of the job itself.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

64. An organizational development technique that involves using questionnaires to gather data from employees, which is then summarized and fed back to them for discussion and problem-solving, is called:
(A) Team building
(B) Sensitivity training
(C) Survey feedback
(D) Process consultation

65. The feeling that one has lost control and privacy due to high population density is a central component of which environmental psychology concept?
(A) Sensory deprivation
(B) Noise pollution
(C) Social facilitation
(D) Crowding

66. Which leadership theory emphasizes that leaders should clarify the path for followers to achieve both personal and work goals?
(A) Trait Theory
(B) Path-Goal Theory
(C) Leader-Member Exchange (LMX) Theory
(D) Servant Leadership Theory

67. Consider the following statements regarding training in organizations:
I. Training evaluation should assess reaction, learning, behavior, and results.
II. On-the-job training is always superior to off-the-job training methods.
III. A training needs analysis is an optional first step in the training process.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

68. The "cognitive" component of an employee's attitude towards their job refers to:
(A) The emotional reaction they have to the job.
(B) The way they behave at work.
(C) The beliefs, opinions, and information they have about the job.
(D) The level of satisfaction they express in surveys.

69. In a manufacturing plant, a series of accidents have occurred. Management attributes them to a few "careless" workers. This explanation reflects the concept of:
(A) Safety climate
(B) Human factors engineering

NODIA

correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

106. In a selection context, a "false positive" error occurs when an applicant is:
(A) Hired but performs poorly on the job.
(B) Rejected but would have performed well on the job.
(C) Hired and performs well on the job.
(D) Rejected and would have performed poorly on the job.

107. The phase of an OD program where a consultant works with the organization to figure out the nature and extent of the problems is the:
(A) Intervention phase
(B) Diagnosis phase
(C) Evaluation phase
(D) Termination phase

108. Match List I with List II regarding psychological responses to the environment.
List I: (Concept)
P. Crowding
Q. Noise
R. Pollution
S. Sensory Deprivation
List II: (Primary Psychological Effect)
1. Impaired concentration and sleep disturbance
2. Hallucinations and cognitive inefficiency
3. Subjective experience of stress due to high density
4. Reduced well-being and potential for increased aggression
Codes:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

109. The leader-member exchange (LMX) theory of leadership proposes that:
(A) All subordinates are treated equally by the leader.
(B) Leaders form a special relationship with a small group of subordinates (the "in-group").
(C) Leadership effectiveness is solely determined by the leader's traits.
(D) Leaders can be trained to exhibit specific effective behaviors.

110. Which of the following best describes the goal of personnel selection?
(A) To hire the maximum number of applicants in the shortest time.
(B) To maximize the probability of making correct hiring decisions.
(C) To ensure every applicant is given a job offer.
(D) To reduce the size of the applicant pool through any means.

111. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Regular physical exercise is associated with improved mental health.
Reason (R): Exercise promotes the release of endorphins, which have mood-enhancing properties, and provides a distraction from daily stressors.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

112. The degree to which a job requires completion of a "whole" and identifiable piece of work is its:
(A) Skill variety
(B) Task identity
(C) Task significance
(D) Autonomy

113. A major challenge in promoting exercise and physical fitness in the general population is:
(A) The lack of evidence for its benefits.
(B) The high cost of gym memberships for everyone.
(C) The difficulty in maintaining long-term adherence to exercise programs.
(D) The physical inability of most people to engage in exercise.

Click Here to Buy book on Amazon

114. Consider the following communication channels in an organization:
I. Formal reports and memos.
II. The "grapevine" or informal rumors.
III. A manager speaking to a subordinate.
Which of these can be a part of the overall communication process in an organization?
(A) I and III only
(B) II only
(C) I and II only
(D) I, II and III

115. What is the key distinction between content theories and process theories of motivation and job satisfaction?
(A) Content theories are more modern than process theories.
(B) Process theories focus on 'what' motivates, while content theories focus on 'how' motivation occurs.
(C) Content theories focus on 'what' motivates, while process theories focus on 'how' motivation occurs.
(D) Content theories apply only to managers, while process theories apply to all employees.

116. A company finds that its accident rate is highest on the night shift. An investigation reveals that inadequate lighting and worker fatigue are the main causes. This points to the importance of:
(A) Accident proneness of night-shift workers.
(B) A lack of financial incentives for night-shift workers.
(C) The ineffectiveness of the company's selection process.
(D) Situational and human factors in industrial safety.

117. Research on the effects of air pollution on psychology suggests a correlation between high levels of pollutants and:
(A) Lowered cognitive function and increased irritability.
(B) Increased pro-social behavior.
(C) Decreased levels of anxiety and depression.
(D) Improved academic performance in children.

118. Which concept is defined as a planned, organization-wide effort to increase organization effectiveness and health through planned interventions in the organization's 'processes', using behavioral science knowledge?
(A) Personnel Selection
(B) Organizational Development
(C) Strategic Management
(D) Quality Control

119. A behavioral interview question used in personnel selection would be:
(A) "What are your greatest weaknesses?"
(B) "What would you do if a coworker was not pulling their weight?"
(C) "Where do you see yourself in five years?"
(D) "Tell me about a time you had to deal with a difficult customer."

120. In sports psychology, 'self-talk' refers to:
(A) An athlete's conversations with their coach.
(B) The internal dialogue or thoughts an athlete has.
(C) The post-game interview with the media.
(D) The communication between teammates on the field.

NODIA

121. The difference between the physical measure of people per unit of area and the psychological experience of that condition is best captured by the terms:
(A) Density and Crowding, respectively
(B) Crowding and Density, respectively
(C) Pollution and Noise, respectively
(D) Deprivation and Overload, respectively

122. Read the given statements and choose the correct option.
Statement I: The role of leadership is limited to command and control.
Statement II: Modern leadership theories emphasize the leader's role in empowering, motivating, and developing followers.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

123. A decision-making group that values harmony and coherence over accurate analysis and critical evaluation is susceptible to:
(A) Group polarization
(B) Social loafing
(C) Groupthink
(D) Brainstorming

124. What is the primary purpose of job analysis in the context of personnel selection?
(A) To determine the appropriate salary for a job.
(B) To create an attractive advertisement for the job opening.
(C) To evaluate the performance of the current job incumbent.
(D) To identify the knowledge, skills, and abilities required for successful job performance.

125. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Organizational climate can significantly influence employee morale and productivity.
Reason (R): A positive climate, characterized by trust, support, and recognition, fulfills psychological needs and fosters engagement.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

126. Match List I with List II.
List I: (Psychological Area)
P. Sports Psychology
Q. Organizational Psychology
R. Environmental Psychology
S. Personnel Psychology
List II: (Primary Focus)
1. Understanding and influencing employee behavior in the workplace.
2. The psychological effects of the physical setting.
3. The application of psychology to the process of selecting and training employees.
4. Enhancing athletic performance and well-being.
Codes:
(A) P-1, Q-4, R-3, S-2
(B) P-4, Q-2, R-1, S-3
(C) P-4, Q-1, R-2, S-3
(D) P-3, Q-1, R-2, S-4

127. Which of the following is NOT a dimension of organizational climate?
(A) Autonomy
(B) Cohesion
(C) Company stock price
(D) Support

128. According to the principle of 'situational specificity' in personnel selection, the validity of a selection test for predicting job performance:
(A) Is the same across all jobs and organizations.
(B) Is always highest for cognitive ability tests.
(C) Is determined by the cost of administering the test.
(D) May vary considerably from one job or situation to another.

129. Consider the following as potential components of job satisfaction:
I. Satisfaction with pay.
II. Satisfaction with supervision.
III. Satisfaction with coworkers.
Which of these components contribute to an employee's overall job satisfaction?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

130. The "Great Man" theory of leadership is an early approach that is most similar to which of the following?
(A) Behavioral theories
(B) Trait theories
(C) Contingency theories
(D) Situational theories

131. Arrange the basic steps of the communication process in the correct order:
1. Decoding
2. Encoding
3. Message
4. Channel
5. Sender (has idea)
(A) 5, 2, 3, 4, 1

Downloaded from www.pdf.tube

(B) 2, 5, 3, 4, 1
(C) 5, 3, 2, 4, 1
(D) 3, 5, 2, 1, 4

132. The psychological state where an individual's performance on a task is improved by the mere presence of others is known as:
(A) Social Loafing
(B) Deindividuation
(C) Groupthink
(D) Social Facilitation

133. A manager providing a 'one-size-fits-all' leadership approach, regardless of the task or the maturity of the subordinates, is ignoring the central premise of:
(A) Contingency and situational theories of leadership.
(B) Trait theories of leadership.
(C) Behavioral theories of leadership.
(D) The "Great Man" theory of leadership.

134. In environmental psychology, the concept of 'personal space' refers to:
(A) The physical territory owned by an individual, such as their home.
(B) An invisible boundary surrounding a person into which others may not trespass.
(C) The amount of public parkland available per citizen.
(D) A designated quiet room within a building.

135. The "affective" revolution in the study of job attitudes emphasized the importance of:
(A) Rational, cognitive evaluations of the job.
(B) The economic value of the job.
(C) Moods, emotions, and dispositional factors.
(D) The physical conditions of the workplace.

136. A key strategy for preventing industrial accidents is to improve the 'fit' between the worker and the work environment (e.g., machine design, workstation layout). This approach is central to:
(A) Personnel selection
(B) Organizational development
(C) Transactional leadership
(D) Human factors psychology (Ergonomics)

137. Read the given statements and choose the correct option.
Statement I: Off-the-job training methods include techniques like lectures and simulations.
Statement II: On-the-job training methods include techniques like job rotation and coaching.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

NODIA

138. The use of mental imagery to see oneself succeeding in a sport is a technique aimed at enhancing:
(A) Physical strength
(B) Self-confidence and performance
(C) Team conflict
(D) Arousal to a state of panic

139. A primary criticism of early 'accident proneness' research was that it:
(A) Overemphasized the role of situational and environmental factors.
(B) Focused too much on training and safety procedures.
(C) Failed to account for the statistical probability of repeat accidents.
(D) Was too complex for practical application in industry.

140. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The unstructured interview is generally considered a less valid predictor of job performance than the structured interview.
Reason (R): Unstructured interviews are more susceptible to interviewer biases and ask questions that may not be job-related, reducing their reliability and validity.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

141. The final step in the rational decision-making model is:

(A) Identifying the decision criteria.
(B) Developing alternatives.
(C) Selecting the best alternative.
(D) Evaluating the decision's effectiveness.

142. A job that offers a high degree of freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out is high on which core job dimension?
(A) Skill Variety
(B) Autonomy
(C) Task Significance
(D) Feedback

143. The psychological principle that underpins the use of goal setting in sports is that:
(A) Specific, challenging goals lead to higher performance than no goals or "do your best" goals.
(B) Only easily achievable goals should be set to avoid disappointment.
(C) Athletes should not be aware of their performance goals.
(D) Goal setting is only effective for individual sports, not team sports.

144. Which organizational development intervention focuses on improving the effectiveness of groups of employees who work together?
(A) Sensitivity training
(B) Survey feedback
(C) Job redesign
(D) Team building

145. Consider the following:
I. Noise
II. Crowding
III. Pollution
Which of these are environmental stressors studied within Environmental Psychology?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

146. A factory manager notices a high rate of minor accidents. Instead of blaming individuals, she decides to redesign the machine guards and improve the lighting in the work area. Her approach is focused on:
(A) Identifying and firing accident-prone employees.
(B) Changing situational factors to improve safety.
(C) Implementing a new performance appraisal system.
(D) Increasing the production quota to motivate workers.

147. A "criterion" in the context of personnel selection validation refers to:
(A) The test used to select employees.
(B) The number of people who apply for a job.
(C) The standard of successful job performance.
(D) The cost of the selection process.

148. The "cognitive" appraisal of a job, a component of job attitude, involves:
(A) An emotional response to the work environment.
(B) The employee's intention to quit or stay.
(C) An unconscious bias towards one's supervisor.
(D) A rational evaluation of the job's characteristics, such as pay and hours.

149. Match List I with List II.
List I: (Leadership Style)
P. Autocratic
Q. Democratic
R. Laissez-faire
S. Transformational
List II: (Key Behavior)
1. Involves subordinates in decision making.
2. Gives the group complete freedom.
3. Dictates work methods and makes unilateral decisions.
4. Inspires followers to transcend self-interest.
Codes:
(A) P-3, Q-1, R-2, S-4
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

150. A major finding from studies on sensory deprivation is that the human brain requires a certain level of sensory input to:
(A) Enter a state of deep sleep.
(B) Function normally and maintain a stable sense of reality.
(C) Erase unwanted memories.

Click Here to Buy book on Amazon

(D) Increase creative output indefinitely.

151. Arrange the stages of the General Adaptation Syndrome (GAS), a response to stress, in the correct chronological order as described by Hans Selye.
1. Exhaustion
2. Alarm
3. Resistance

(A) 2, 3, 1
(B) 1, 2, 3
(C) 2, 1, 3
(D) 3, 2, 1

152. Which of the following is a process theory of motivation relevant to job satisfaction?
(A) Maslow's Hierarchy of Needs
(B) Herzberg's Two-Factor Theory
(C) Vroom's Expectancy Theory
(D) Alderfer's ERG Theory

153. A basketball coach calls a timeout to calm his team down when they are getting overly excited and making careless mistakes. The coach is trying to manage the team's:
(A) Arousal level
(B) Nutritional intake
(C) Long-term career goals
(D) Social loafing

154. Read the given statements and choose the correct option.
Statement I: Organizational development (OD) is typically a short-term, one-off fix for a specific problem.
Statement II: OD is a long-term, ongoing process of planned change aimed at improving the organization's ability to adapt and solve problems.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

155. The reliability of a selection test established by administering the same test to the same people at two different points in time is known as:
(A) Split-half reliability
(B) Inter-rater reliability
(C) Test-retest reliability
(D) Parallel forms reliability

156. In communication, feedback is crucial because it:
(A) Is the final step that ends the communication process.
(B) Allows the sender to determine if the message was received and understood correctly.
(C) Functions as the primary message in the exchange.
(D) Is a form of noise that interferes with decoding.

157. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The distinction between population density and crowding is critical in environmental psychology.
Reason (R): High density, a physical measure, is a necessary but not sufficient condition for the experience of crowding, a negative psychological state.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

158. Which of the following describes a key role of leadership in organizations?
(A) Focusing solely on administrative tasks.
(B) Avoiding all forms of communication with subordinates.
(C) Influencing and motivating employees toward achieving organizational goals.
(D) Maintaining the status quo under all circumstances.

159. The Job Descriptive Index (JDI) measures satisfaction with which five facets of a job?
(A) The work itself, pay, promotions, supervision, and coworkers.
(B) Autonomy, feedback, task significance, skill variety, and task identity.
(C) Leadership, climate, culture, strategy, and

NODIA

structure.
(D) Safety, security, salary, status, and self-actualization.

160. Which type of validity is concerned with how well a selection measure's content represents the actual content of the job?
(A) Criterion-related validity
(B) Construct validity
(C) Content validity
(D) Concurrent validity

161. A company that provides a gym and offers wellness programs to help employees start and maintain a fitness routine is trying to promote:
(A) Industrial safety
(B) Organizational development
(C) Exercise adherence and physical fitness
(D) Sensory deprivation

162. Consider the following statements about organizational climate:
I. It is a set of measurable properties of the work environment.
II. It is based on the collective perceptions of the people who live and work there.
III. It is completely independent of leadership style and organizational structure.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

163. A situational interview question is characterized by asking an applicant:
(A) To describe a past experience.
(B) How they would behave in a hypothetical job-related scenario.
(C) To state their long-term career goals.
(D) To provide references from previous employers.

164. The tendency for individuals to expend less effort when working collectively in a group than when working individually is called:
(A) Social facilitation
(B) Social loafing
(C) Groupthink
(D) Deindividuation

165. The primary purpose of a safety program in an industrial setting is to:
(A) Assign blame for accidents after they occur.
(B) Reduce the frequency and severity of accidents and injuries.
(C) Fulfill the minimum legal requirements for insurance.
(D) Increase production speed regardless of the risks.

NODIA

166. According to Fiedler's Contingency Model of leadership, which of the following is NOT a situational variable?
(A) Leader-member relations
(B) Task structure
(C) Position power
(D) Leader's charisma

167. An athlete's belief in their capacity to successfully perform a specific task or achieve a certain goal is known as:
(A) Self-esteem
(B) Self-efficacy
(C) Self-awareness
(D) Self-criticism

168. Match List I with List II.
List I: (Theory/Model)
P. Herzberg's Two-Factor Theory
Q. Vroom's Expectancy Theory
R. McGregor's Theory X/Y
S. Fiedler's Contingency Model
List II: (Central Concept)
1. Valence, Instrumentality, Expectancy
2. Motivators and Hygiene Factors
3. Match between leadership style and situational favorableness
4. Assumptions about human nature and work motivation
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-1, R-4, S-2

169. What is a key finding regarding the effect of noise on task performance?
(A) Noise improves performance on all types of tasks.
(B) Noise has no effect on task performance.
(C) Noise, especially if intermittent and

(A) Validity
(B) Objectivity
(C) Norms
(D) Reliability

209. The 'halo effect' is a bias in performance appraisal or interviews where:
(A) The rater's overall impression of a person influences the rating of their specific traits.
(B) The rater gives everyone an average rating.
(C) The rater's judgment is influenced by recent events.
(D) The rater compares individuals against one another instead of a standard.

210. Which of the following is the best example of 'personnel training' as a solution?
(A) An employee is not motivated because they feel underpaid.
(B) An employee does not know how to operate a new piece of software.
(C) The company's sales are down due to a poor economy.
(D) A machine is not working due to a broken part.

211. The feeling of 'anonymity' in a large group, which can sometimes lead to anti-social behavior, is a potential effect of:
(A) Sensory deprivation
(B) supportive organizational climate
(C) High population density and crowding
(D) Effective leadership

212. Which statement accurately describes the 'role of leadership' in influencing organizational climate?
(A) Leadership has no impact on organizational climate.
(B) Climate is solely determined by external economic factors.
(C) Only the CEO's leadership matters; middle managers have no effect on climate.
(D) A leader's style (e.g., supportive, participative) is a major determinant of the climate.

213. Match List I with List II.
List I: (Psychological Skill in Sports)
P. Goal Setting
Q. Imagery
R. Arousal Regulation
S. Attentional Control
List II: (Example)
1. Using deep breathing to calm nerves before a free throw.
2. Mentally rehearsing a perfect golf swing.
3. Focusing on relevant cues and ignoring distractions from the crowd.
4. Deciding to increase the number of successful serves per match by 10%.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-2, R-1, S-3
(C) P-4, Q-1, R-2, S-3
(D) P-3, Q-2, R-1, S-4

214. "Organizational Citizenship Behaviors" (OCBs) are considered important because they:
(A) Are formally required and rewarded.
(B) Contribute to organizational effectiveness but are often overlooked.
(C) Are signs of a dissatisfied workforce.
(D) Are the primary cause of industrial accidents.

215. Read the given statements and choose the correct option.
Statement I: Effective decision making in organizations always requires a slow, deliberate, and fully rational process.
Statement II: Intuition and heuristics can be effective for making quick decisions in complex, uncertain environments, despite their potential biases.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

216. The belief that accidents are primarily caused by unsafe acts of individuals, who may have an innate predisposition to accidents, is the core of:
(A) The human factors approach
(B) The situational approach to safety
(C) The safety climate model
(D) The accident proneness theory

Downloaded from www.pdf.tube

incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

180. A person who believes that success in sports is due to their own hard work and ability is said to have an:
(A) External attributional style
(B) Internal attributional style
(C) Unstable attributional style
(D) Uncontrollable attributional style

181. Consider the following actions taken by a manager:
I. Praising an employee for achieving a difficult goal.
II. Providing regular, constructive feedback on performance.
III. Setting clear and specific work objectives.
These actions are primarily related to which role of a leader?
(A) Administrative and clerical tasks.
(B) Disciplining employees.
(C) Motivating and directing subordinates.
(D) Financial accounting.

182. A major focus of environmental psychology is to understand the psychological consequences of:
(A) Genetic predispositions
(B) The physical environment
(C) Early childhood experiences
(D) The political system

183. Which of the following is a common criticism of using personality tests in personnel selection?
(A) They are too predictive of job performance.
(B) Applicants might fake or distort their answers to appear more desirable.
(C) They are illegal to use in most countries.
(D) They only measure cognitive ability, not personality.

184. The 'job characteristics model' proposes that five core job dimensions affect three critical psychological states, which in turn influence work outcomes. This model is primarily used to understand:
(A) Industrial accidents
(B) Job satisfaction and motivation
(C) Organizational communication
(D) Personnel selection

185. A gymnast uses positive self-talk like "I can do this" before attempting a difficult routine. This is a psychological skill to enhance:
(A) Confidence and concentration
(B) Physical flexibility
(C) The judgment of the scores
(D) Team cohesion

186. Arrange the following events in the history of organizational psychology in chronological order:
1. Hawthorne Studies
2. Rise of Humanistic Psychology influencing OD
3. "Scientific Management" by F.W. Taylor
4. Development of Transformational Leadership theories
(A) 3, 1, 2, 4
(B) 1, 3, 2, 4
(C) 3, 2, 1, 4
(D) 2, 3, 1, 4

187. The term 'organizational citizenship behavior' (OCB) refers to:
(A) The core tasks and duties listed in an employee's job description.
(B) Discretionary, helpful behaviors that are not part of an employee's formal job requirements.
(C) An employee's right to vote in corporate elections.
(D) Behaviors that are explicitly rewarded through the formal compensation system.

188. In decision-making, 'bounded rationality' means that individuals:
(A) Make decisions with perfect and complete information.
(B) Are limited in their ability to process information and thus 'satisfice'.
(C) Always choose the most irrational alternative.
(D) Make decisions based purely on emotional impulses.

189. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).

NODIA

uncontrollable, impairs performance on complex tasks.
(D) Noise only impairs performance on simple, repetitive tasks.

170. Which of the following is the most comprehensive definition of job satisfaction?
(A) The amount of money an employee earns.
(B) A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.
(C) The absence of conflict with coworkers.
(D) The employee's level of productivity.

171. A training needs analysis typically involves all of the following levels of analysis EXCEPT:
(A) Organizational analysis
(B) Person analysis
(C) Task analysis
(D) Financial market analysis

172. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Organizational Development (OD) is a value-laden field.
Reason (R): OD interventions are based on humanistic values promoting trust, collaboration, and individual growth, rather than purely economic or efficiency-based values.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

173. The study of how people behave in sports and exercise settings and what psychological factors influence their participation and performance is:
(A) Environmental Psychology
(B) Sports Psychology
(C) Industrial Psychology
(D) Clinical Psychology

174. Which of the following is a classic example of an 'on-the-job' training method?
(A) Case study method
(B) Vestibule training
(C) Coaching/Mentoring
(D) Simulation exercises

175. The feeling of being 'anonymous' and less accountable for one's actions in a large crowd can lead to a phenomenon known as:
(A) Social facilitation
(B) Deindividuation
(C) Personalization
(D) Social anxiety

176. Which statement best describes the relationship between job attitudes and job satisfaction?
(A) Job satisfaction is a specific attitude an individual has towards their job.
(B) Job attitudes and job satisfaction are unrelated concepts.
(C) A job attitude is a behavior, while job satisfaction is a feeling.
(D) Job satisfaction is a broad concept, while a job attitude is a specific component of it.

177. A 'heuristic' in decision-making is best described as a:
(A) Complex algorithm that guarantees an optimal solution.
(B) Mental shortcut or rule of thumb used for quick decision-making.
(C) Type of bias that always leads to an incorrect decision.
(D) Formal, step-by-step process of deliberation.

178. A strong safety climate within an organization is characterized by:
(A) Management commitment to safety and employee involvement.
(B) A focus on blaming individuals for accidents.
(C) Infrequent and poorly communicated safety policies.
(D) A belief that accidents are unavoidable and just 'part of the job'.

179. Read the given statements and choose the correct option.
Statement I: Leadership is the same as management.
Statement II: Management is about coping with complexity, while leadership is about coping with change.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are

Click Here to Buy book on Amazon

198. "Do your best" goals are generally less effective in improving sports performance than:
(A) Vague, long-term outcome goals.
(B) No goals at all.
(C) Specific, measurable, and challenging goals.
(D) Goals set by someone else without the athlete's input.

199. A primary function of a job analysis is to provide a foundation for all of the following HR activities EXCEPT:
(A) Personnel selection
(B) Training program design
(C) Performance appraisal development
(D) The organization's corporate financing strategy

200. Consider the following elements of the communication process:
I. The sender encodes a thought.
II. The message is transmitted through a channel.
III. The receiver decodes the message.
Which of these must occur for communication to take place?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

201. The Yerkes-Dodson Law suggests that for a complex task, the optimal level of arousal for peak performance is:
(A) Relatively low to moderate
(B) Very high
(C) High
(D) Non-existent

202. Which of these theories of leadership is a contingency theory?
(A) Ohio State studies
(B) Fiedler's Model
(C) Michigan State studies
(D) Trait theory

203. Increasing the number of tasks an employee performs at the same level of responsibility is known as:
(A) Job enrichment
(B) Job rotation
(C) Job enlargement
(D) Job satisfaction

204. Which of the following is a direct, negative cognitive effect of prolonged exposure to loud, uncontrollable noise?
(A) Improved mathematical ability
(B) Enhanced creativity
(C) Greater altruism
(D) Deficits in attention and reading comprehension

205. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Job satisfaction is a global concept, but it is also a constellation of attitudes about various facets of the job.
Reason (R): An employee may be satisfied with their coworkers but dissatisfied with their pay, and their overall satisfaction is a composite of these feelings.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

206. A person is thinking about starting an exercise program within the next six months. According to the Transtheoretical Model, they are in which stage?
(A) Precontemplation
(B) Contemplation
(C) Preparation
(D) Action

207. A primary purpose of team-building interventions in Organizational Development is to:
(A) Increase competition between team members.
(B) Help individuals understand their own unconscious conflicts.
(C) Increase trust, communication, and collaboration within a group.
(D) Redesign the physical layout of the office.

208. The consistency of scores obtained by the same person when retested with the identical or equivalent test is an indicator of:

NODIA

Assertion (A): A primary goal of sports psychology is to help athletes consistently perform in the upper range of their capabilities.
Reason (R): This is achieved by teaching athletes psychological skills, such as goal setting, imagery, and arousal control, to manage the mental aspects of performance.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

190. An experiment where participants are placed in a dark, soundproof chamber for an extended period is designed to study the effects of:
(A) Crowding
(B) Noise pollution
(C) Sensory deprivation
(D) Environmental affordances

191. Match List I with List II.
List I: (Term)
P. Job Specification
Q. Job Description
R. Job Evaluation
S. Job Design
List II: (Focus)
1. A statement of the tasks, duties, and responsibilities of a job.
2. Determining the relative worth of jobs to establish pay structures.
3. Structuring work to enhance efficiency and employee satisfaction.
4. A statement of the knowledge, skills, and abilities required to perform a job.
Codes:
(A) P-1, Q-4, R-2, S-3
(B) P-4, Q-1, R-2, S-3
(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-1, R-2, S-4

192. A key component of an effective safety program is:
(A) A punitive approach that punishes every minor infraction.
(B) Regular safety training and communication.
(C) Keeping safety procedures secret from lower-level employees.
(D) Assuming that common sense is sufficient for ensuring safety.

193. The extent to which a leader is likely to have job relationships characterized by mutual trust, respect for subordinates' ideas, and regard for their feelings is known as:
(A) Initiating structure
(B) Consideration
(C) Position power
(D) Production orientation

194. Which of the following best describes the process of organizational development (OD)?
(A) A quick, top-down mandated change.
(B) A process focused solely on firing underperforming employees.
(C) A planned, long-term, collaborative process for improving an organization.
(D) A financial audit to detect fraud.

195. An individual's adherence to an exercise program is most likely to be influenced by:
(A) Their eye color.
(B) Their belief in the benefits of exercise and their self-efficacy.
(C) The brand of their workout clothes.
(D) Their knowledge of ancient history.

196. The 'grapevine' is an example of which type of communication?
(A) Formal and downward
(B) Formal and upward
(C) Informal
(D) External

197. Read the given statements and choose the correct option.
Statement I: Population density is an objective measure.
Statement II: Crowding is a subjective, psychological experience.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

Downloaded from www.pdf.tube

217. A company decides to increase the level of responsibility and control an employee has over their own work, a process known as:
(A) Job enrichment
(B) Job rotation
(C) Job enlargement
(D) Job evaluation

218. The main goal of improving the performance of sport through psychological techniques is to:
(A) Ensure the athlete wins every competition.
(B) Help the athlete achieve their potential and perform consistently.
(C) Replace physical training with mental training.
(D) Analyze the ethical behavior of opponents.

219. Consider the following statements about communication:
I. Upward communication flows from a lower level to a higher level in an organization.
II. Lateral communication takes place among members of the same work group.
III. Downward communication is used by managers to assign goals and provide instructions.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

220. The negative psychological effects of sensory deprivation demonstrate that:
(A) Humans perform best in environments with zero external stimuli.
(B) Crowding is the most significant environmental stressor.
(C) Noise pollution has no long-term consequences.
(D) The human nervous system requires a constant and varied stream of stimulation.

221. A "360-degree feedback" system is a tool for performance appraisal where feedback is gathered from:
(A) The employee, their supervisor, peers, subordinates, and sometimes customers.
(B) Only the employee's direct supervisor.
(C) Only the employee's peers.
(D) An external consultant who observes the employee.

222. The most appropriate initial step in any organizational development (OD) program is:
(A) Implementing team building exercises.
(B) Diagnosing the organization's problems.
(C) Firing the existing management team.
(D) Rewriting the company's mission statement.

223. According to Herzberg's theory, which factor, if absent, causes dissatisfaction, but its presence does not necessarily lead to high satisfaction or motivation?
(A) Recognition
(B) Responsibility
(C) Salary
(D) Achievement

224. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A leader's behavior can shape the organizational climate.
Reason (R): A leader who is supportive, communicative, and provides recognition fosters a climate of trust and engagement, whereas an autocratic and punitive leader fosters a climate of fear.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

225. Which of the following is a primary psychological reason for promoting physical fitness?
(A) To reduce stress and improve mood.
(B) To increase the sales of athletic apparel.
(C) To ensure victory in international sporting events.
(D) To eliminate the need for a balanced diet.

NODIA

226. An organization's shared perceptions of its policies, practices, and procedures, both formal and informal, constitute its:
(A) Organizational structure
(B) Organizational climate
(C) Financial assets
(D) Market strategy

248. The role of a transformational leader is to:
(A) Closely monitor for deviations from rules and standards.
(B) Provide rewards in exchange for effort.
(C) Abdicate responsibility and let the group manage itself.
(D) Inspire followers to pursue a shared vision and achieve more than they thought possible.

249. Which of the following statements about industrial safety is correct?
(A) Most accidents are solely the result of unsafe environmental conditions.
(B) Human factors, such as inattention or fatigue, play a significant role in many accidents.
(C) Safety training has been proven to be ineffective in reducing accident rates.
(D) A "zero-accident" goal is unrealistic and demotivating for employees.

250. An Organizational Development (OD) agent who helps a group to understand and improve its own processes, such as communication and decision making, is acting as a:
(A) Technical expert
(B) Trainer
(C) Process consultant
(D) Data analyst

251. Read the given statements and choose the correct option.
Statement I: In sports, high arousal is always beneficial for performance.
Statement II: The relationship between arousal and performance is curvilinear (Inverted-U), and the optimal level of arousal varies with task complexity.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

252. The systematic process of gathering information about a job to create a job description and job specification is:
(A) Job evaluation
(B) Job analysis
(C) Job rotation
(D) Job enrichment

253. The psychological effects of environmental pollution can include:
(A) Increased well-being and life satisfaction.
(B) Enhanced community cohesion.
(C) Irritability, stress, and reduced cognitive function.
(D) A greater appreciation for industrialization.

254. Consider the following characteristics of a leader:
I. Inspires a vision.
II. Acts as a change agent.
III. Empowers followers.
These are most characteristic of which type of leadership?
(A) Transactional
(B) Autocratic
(C) Laissez-faire
(D) Transformational

255. A key difference between job enlargement and job enrichment is that:
(A) Enlargement is a vertical expansion of the job, while enrichment is horizontal.
(B) Enrichment adds more tasks, while enlargement adds more responsibility and control.
(C) Enrichment adds more tasks, while enlargement adds more responsibility and control.
(D) There is no difference; the terms are interchangeable.

256. A case study describes a manager who believes her employees are self-motivated and thrive on responsibility. She gives them autonomy and encourages their participation in decisions. This manager's leadership approach is consistent with:
(A) Theory X assumptions
(B) A purely transactional style
(C) A laissez-faire style
(D) Theory Y assumptions

Click Here to Buy book on Amazon

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from

PRINTED BOOKS has up to

4× HIGHER RETENTION

than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

238. A manager's assumptions that employees are creative, seek responsibility, and can exercise self-direction aligns with:
(A) McGregor's Theory X
(B) McGregor's Theory Y
(C) The accident proneness model
(D) The rational decision-making model

239. The effectiveness of a training program is best evaluated by:
(A) The number of people who attended.
(B) The cost of the program.
(C) The positive changes in on-the-job behavior and organizational results.
(D) The entertainment value of the training session.

240. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The 'grapevine' is an inevitable part of organizational communication.
Reason (R): It serves a social function and can transmit information more rapidly than formal channels, though its accuracy is often questionable.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

241. The idea that specific, difficult goals, when accepted, lead to higher performance is a central tenet of:
(A) Goal-Setting Theory
(B) Equity Theory
(C) Two-Factor Theory
(D) ERG Theory

242. Match List I with List II.
List I: (Organizational Phenomenon)
P. Groupthink
Q. Social Loafing
R. Grapevine
S. Organizational Climate
List II: (Description)
1. Perceived atmosphere or quality of the internal environment.
2. Informal communication network.
3. Tendency to withhold effort in a group.
4. Pressure for conformity prevents critical appraisal of ideas.
Codes:
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-1, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-3, Q-4, R-2, S-1

243. From a psychological perspective, a key factor in exercise adherence is:
(A) The initial level of physical fitness.
(B) The price of the athletic shoes.
(C) The individual's motivation and self-regulation skills.
(D) The distance to the nearest professional sports stadium.

244. A person's negative affective reaction to the presence of too many other people is:
(A) Density
(B) Sensory deprivation
(C) Pollution
(D) Crowding

245. In Herzberg's theory, 'hygiene factors' are related to the job context and include all of the following EXCEPT:
(A) Responsibility
(B) Salary
(C) Working conditions
(D) Company policies

246. Which of the following is a key element of the communication process?
(A) The sender
(B) All of the above
(C) The message
(D) The receiver

247. The primary goal of personnel selection is to:
(A) Hire friends and family of current employees.
(B) Fill vacant positions as quickly as possible, regardless of qualifications.
(C) Identify and hire individuals who have the knowledge, skills, and abilities to perform the job successfully.
(D) Administer as many tests as possible to each applicant.

Downloaded from www.pdf.tube

227. A key finding in environmental psychology is that perceived control over a stressor, such as noise, can:
(A) Increase its negative effects.
(B) Have no impact on its psychological effects.
(C) Mitigate or reduce its negative effects.
(D) Turn the stressor into a positive experience.

228. In personnel selection, asking an applicant, "Tell me about a time you showed initiative," is an example of what type of interview question?
(A) Situational
(B) Stress-inducing
(C) Unstructured
(D) Behavioral

229. Which of the following is NOT an aim of sports psychology?
(A) To enhance performance
(B) To improve exercise adherence
(C) To cope with the pressure of competition
(D) To prescribe performance-enhancing drugs

230. A model of decision making that describes how individuals should behave in order to maximize some outcome is known as a:
(A) Descriptive model
(B) Heuristic model
(C) Prescriptive model
(D) Intuitive model

231. The term for increasing a job's vertical depth by giving employees more responsibility for planning and evaluating their own work is:
(A) Job rotation
(B) Job enlargement
(C) Job specification
(D) Job enrichment

232. An industrial safety investigation that focuses on poor lighting, faulty equipment, and slippery floors is examining:
(A) Environmental or situational causes of accidents
(B) Human causes of accidents
(C) Accident proneness among workers
(D) The effectiveness of leadership

233. Read the given statements and choose the correct option.
Statement I: The communication process is complete once the sender transmits the message.
Statement II: The communication process is only successful when the receiver decodes the message and understands it as the sender intended.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

234. In the Leader-Member Exchange (LMX) theory, subordinates in the 'out-group' are characterized by:
(A) High levels of trust and interaction with the leader.
(B) A formal, low-trust relationship with the leader based on their job description.
(C) Receiving more attention and resources from the leader.
(D) Having a strong influence on group decisions.

NODIA

235. The study of the effects of environments that lack normal levels of sensory stimulation is the study of:
(A) Sensory overload
(B) Crowding
(C) Sensory deprivation
(D) Noise

236. A key psychological benefit associated with regular exercise is an increase in:
(A) Job dissatisfaction
(B) Feelings of crowding
(C) Workplace accidents
(D) Self-efficacy and self-esteem

237. Arrange the following personnel activities in the correct sequence:
I. Job Analysis
II. Recruitment
III. Selection
(A) I, II, III
(B) II, I, III
(C) III, II, I
(D) I, III, II

257. An athlete visualizes executing a perfect performance. This technique primarily works by:
(A) Creating a mental blueprint for successful performance and building confidence.
(B) Physically strengthening the muscles involved.
(C) Intimidating the opposition.
(D) Satisfying the requirements of sponsors.

258. The first stage in a planned organizational development process is:
(A) Evaluation
(B) Diagnosis of the problem
(C) Intervention
(D) Implementation of the solution

259. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In personnel selection, predictive validity involves correlating test scores of applicants with their later job performance.
Reason (R): This process helps to determine whether the selection test is a valid predictor of future success on the job.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

260. The overload theory of crowding suggests that negative feelings arise because:
(A) The individual feels a loss of behavioral freedom.
(B) The individual's personal space is physically violated.
(C) The individual feels anonymous and deindividuated.
(D) The high density of people provides too much information for the brain to process effectively.

261. The degree to which an employee identifies psychologically with their job and considers their perceived performance level important to their self-worth is:
(A) Job involvement
(B) Job satisfaction
(C) Organizational commitment
(D) Organizational climate

262. Which of the following is a major component of an effective industrial safety program?
(A) A focus on assigning blame rather than prevention.
(B) A strong management commitment to safety.
(C) A belief that accidents are inevitable.
(D) The use of outdated safety equipment.

263. A leader who clarifies roles and tasks and provides rewards contingent on performance is exhibiting which style of leadership?
(A) Transformational
(B) Laissez-faire
(C) Transactional
(D) Charismatic

264. The primary advantage of a structured interview over an unstructured one is that it:
(A) Is more conversational and builds better rapport.
(B) Requires less preparation on the part of the interviewer.
(C) Allows the candidate to talk about whatever they want.
(D) Is more reliable and valid due to standardization.

265. What is the primary purpose of applying psychological principles to exercise and physical fitness?
(A) To understand and promote the adoption and maintenance of physical activity.
(B) To identify the best athletes for professional sports.
(C) To develop new forms of exercise equipment.
(D) To study the physiology of muscle contraction.

266. Match List I with List II.
List I: (Psychological Concept)
P. Organizational Climate
Q. Transformational Leadership
R. Yerkes-Dodson Law
S. Crowding
List II: (Associated Idea)
1. Performance is optimal at moderate arousal.
2. Subjective stress from high population

Click Here to Buy book on Amazon

ANSWERS

1. (B) Job analysis
Job analysis is a fundamental human resource process used to systematically determine the specific duties and requirements of a position. It involves collecting data regarding work activities, worker behaviors, and the environmental conditions under which tasks are performed. This systematic investigation provides the essential information needed to develop job descriptions and person specifications for various organizational planning activities.

2. (A) A state of complete absorption in an activity, with loss of self-consciousness.
Flow represents an optimal psychological state characterized by intense concentration and total immersion in a specific task. In sports psychology, athletes experiencing this state often report a distorted sense of time and a feeling of effortless control. This condition occurs when there is a perfect balance between the high level of challenge and the individual's high skill level.

3. (C) Impairment of cognitive tasks, especially those requiring attention
Prolonged exposure to high-decibel environmental noise significantly disrupts mental processes by overloading the brain's information-processing capacity. This constant auditory stimulation leads to increased stress levels and reduced focus on complex cognitive duties. Specifically, tasks involving sustained attention, reading comprehension, and memory recall are most vulnerable to the deleterious effects of persistent and uncontrollable background noise within various settings.

4. (A) Both Statement I and Statement II are correct.
Job satisfaction is viewed as a complex attitude consisting of evaluative, emotional, and behavioral components. Because it is multidimensional, individuals often report varying levels of contentment across different facets of their work environment. An employee might appreciate their financial compensation while simultaneously feeling dissatisfied with the quality of leadership or the level of professional support they receive regularly.

5. (C) Enforcing a rigid hierarchical structure to increase control
Organizational development focuses on increasing systemic effectiveness through planned interventions based on behavioral science. Its goals typically involve enhancing problem-solving capabilities, fostering collaboration, and improving organizational health. Promoting rigid hierarchies contradicts these principles, as development efforts usually aim to increase flexibility, employee empowerment, and open communication to help the organization adapt to changing environments and improve its performance.

6. (B) Imagery or visualization
Imagery involves using all the senses to create or re-create an experience in the mind. In competitive sports, this technique allows athletes to practice skills and strategies without physical exertion. By mentally rehearsing successful performances, individuals can build confidence, manage anxiety, and improve their focus, leading to enhanced actual performance during real competitions and other high-pressure athletic situations.

7. (A) Both A and R are true and R is the correct explanation of A.
Environmental psychologists distinguish between density, which is a physical measure, and crowding, which is a psychological experience. While high density involves many people in a limited space, it only becomes crowding when an individual feels their personal space is invaded. This subjective perception is heavily influenced by individual temperament, social context, and cultural norms regarding physical proximity.

8. (A) To provide both positive and negative information about the job and organization.
Realistic job previews serve to align an applicant's expectations with the actual nature of the work. By presenting a balanced view of both the

NODIA

concern in organizations.
Reason (R): Accidents in the workplace can lead to human suffering, loss of productivity, and significant financial costs.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

277. The process of choosing from a pool of applicants the individual or individuals who are best suited for a particular position is known as:
(A) Selection
(B) Recruitment
(C) Training
(D) Job analysis

278. An employee who feels good about their job is exhibiting the _____ component of their job attitude.
(A) Cognitive
(B) Affective
(C) Behavioral
(D) Evaluative

279. The role of leadership is most accurately described as:
(A) A formal position of authority in a hierarchy.
(B) The act of managing budgets and schedules.
(C) A process of influencing others to achieve common goals.
(D) The enforcement of rules and regulations.

280. A significant psychological barrier to maintaining a physical fitness regimen is:
(A) Lack of appropriate clothing.
(B) Insufficient knowledge of human anatomy.
(C) The high cost of bottled water.
(D) Perceived lack of time and low motivation.

281. The negative effects of crowding are often intensified when individuals feel:
(A) A lack of control and a sense of being constrained.
(B) A high degree of control over their social interactions.
(C) They are among friends and family.
(D) They are in a large, open outdoor space.

282. Which of the following is a classic Organizational Development (OD) intervention?
(A) Firing an employee
(B) Survey feedback
(C) Filing a lawsuit
(D) Issuing new stock

283. Read the given statements and choose the correct option.
Statement I: Effective communication is a one-way process from sender to receiver.
Statement II: Feedback is an essential component of effective two-way communication.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

284. A key element in improving the performance of a sportsperson is teaching them to manage:
(A) Their diet only.
(B) Their finances only.
(C) The media only.
(D) Their psychological states, such as anxiety and confidence.

285. A training program that allows trainees to learn on the actual equipment they will use on the job, but in a separate, simulated environment is:
(A) Vestibule training
(B) Apprenticeship
(C) Job instruction training
(D) Job rotation

286. Which of the following is pairs is correctly matched?
(A) Organizational Climate : Deep-seated values and beliefs
(B) Leadership : The process of influencing a group
(C) Job Satisfaction : A specific behavior at work
(D) Personnel Selection : Evaluating current employee performance

287. A major focus of industrial safety research and practice is:
(A) The study of leadership styles in non-profit

Downloaded from www.pdf.tube

density.
3. Shared perceptions of the work environment.
4. Inspiring followers with a vision.

Codes:
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-4, R-2, S-3

267. "Noise" in the communication process refers to:
(A) Only loud, auditory sounds.
(B) Any factor that distorts the message or interferes with communication.
(C) The channel through which the message is sent.
(D) The feedback from the receiver.

268. An employee's overall positive or negative evaluation of their job is termed:
(A) Organizational climate
(B) Leadership
(C) Job analysis
(D) Job satisfaction

269. The main difference between a trait and a behavioral theory of leadership is:
(A) Trait theories propose that leaders are born, while behavioral theories suggest leadership can be learned.
(B) Behavioral theories focus on the situation, while trait theories focus on the leader.
(C) Trait theories are more modern than behavioral theories.
(D) There are no significant differences between the two.

270. Consider the following sequence of events:
I. A company implements a new safety policy.
II. The company trains employees on the new policy.
III. The company observes a reduction in accident rates.

This sequence is an example of what process?
(A) Personnel selection
(B) A safety intervention and its evaluation
(C) Organizational communication breakdown
(D) A sports psychology intervention

271. Read the given statements and choose the correct option.
Statement I: Sensory deprivation can be therapeutic in some contexts.
Statement II: Prolonged, involuntary sensory deprivation is extremely stressful and can lead to hallucinations.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

NODIA

272. A marathon runner who focuses on her breathing and maintaining a steady pace is using a psychological skill related to:
(A) Team cohesion
(B) Communication with the coach
(C) Leadership
(D) Concentration and attentional control

273. The "satisficing" model of decision-making is associated with which concept?
(A) Bounded rationality
(B) Perfect rationality
(C) Groupthink
(D) Escalation of commitment

274. Which of the following is a primary goal of an Organizational Development (OD) intervention?
(A) To increase the level of conflict between departments.
(B) To facilitate planned organizational change and improvement.
(C) To enforce a rigid, top-down command structure.
(D) To exclusively focus on increasing short-term financial gains.

275. A company's culture is best described as:
(A) The perceptions of daily practices and procedures.
(B) The formal organizational chart.
(C) The underlying shared values, beliefs, and assumptions.
(D) The number of employees in the company.

276. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Industrial safety is a critical

components.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

298. The goal of sports psychology is to apply psychological principles to:
(A) Understand the history of different sports.
(B) Enhance performance and personal growth of athletes.
(C) Increase ticket sales for sporting events.
(D) Analyze the financial structure of sports leagues.

299. In the communication process, a memo from a manager to her subordinates is an example of which channel and direction?
(A) Formal, upward
(B) Informal, lateral
(C) Formal, downward
(D) Informal, downward

300. The concept that human performance and well-being are negatively affected by environments that lack sufficient stimulation is known as:
(A) Crowding
(B) Sensory overload
(C) Noise pollution
(D) Sensory deprivation

www.nodia.in

Click Here to Buy book on Amazon

organizations.
(B) The analysis of consumer purchasing habits.
(C) The prevention of accidents through changes in behavior, environment, and equipment.
(D) The psychological effects of sensory deprivation.

288. An organizational climate characterized by flexibility, innovation, and risk-taking is known as a(n) _____ climate.
(A) Authoritarian
(B) Supportive
(C) Rule-bound
(D) Innovative

289. Consider the following:
I. Job dissatisfaction can lead to higher turnover.
II. Job dissatisfaction can lead to higher absenteeism.
III. Job dissatisfaction can lead to lower organizational citizenship behavior.
Which of these are potential consequences of job dissatisfaction?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

290. The final stage of the Transtheoretical Model of change, where the new behavior is ingrained and relapse is no longer a major threat, is:
(A) Action
(B) Termination
(C) Contemplation
(D) Maintenance

291. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A realistic job preview (RJP) can help reduce employee turnover.
Reason (R): By presenting a balanced picture of the job, RJPs help applicants develop more accurate expectations, leading to better person-job fit and reduced disappointment.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

292. The study of how noise, pollution, and population density affect human behavior falls under the purview of:
(A) Sports Psychology
(B) Developmental Psychology
(C) Personnel Psychology
(D) Environmental Psychology

293. A manager who makes a decision and then seeks out information that supports it while ignoring information that contradicts it is exhibiting:
(A) Confirmation bias
(B) Anchoring bias
(C) Availability heuristic
(D) Hindsight bias

294. A key function of leadership in an organization is to:
(A) Focus exclusively on day-to-day administrative tasks.
(B) Create and articulate a compelling vision for the future.
(C) Avoid making any difficult decisions.
(D) Micromanage every aspect of an employee's work.

295. Which of the following is NOT a primary focus of personnel selection?
(A) Assessing applicant qualifications
(B) Predicting future job performance
(C) Developing a new product line
(D) Ensuring person-organization fit

296. A 'safety culture' or 'safety climate' refers to:
(A) The temperature and humidity levels in the workplace.
(B) The official written safety manual.
(C) The number of safety inspectors employed by the company.
(D) The shared values and perceptions about the importance of safety in an organization.

297. Read the given statements and choose the correct option.
Statement I: Job satisfaction is a purely cognitive evaluation of one's job.
Statement II: Job satisfaction includes both cognitive (evaluative) and affective (emotional)

NODIA

benefits and challenges of a role, organizations help candidates make informed decisions. This approach reduces early turnover by screening out those who find the demands unacceptable and increasing the commitment of those who accept.

9. (C) Recognition
Herzberg's motivation-hygiene theory categorizes workplace factors into two distinct groups. Motivators are intrinsic elements related to the content of the work itself, such as achievement and personal growth. These factors lead to higher job satisfaction and engagement. Recognition is a key motivator because it fulfills higher-order psychological needs, encouraging employees to exert greater effort and perform beyond requirements.

10. (A) Autocratic
The autocratic leadership style is characterized by centralized authority and limited participation from subordinates in the decision-making process. Leaders using this approach typically dictate work methods and make choices unilaterally. While this style can be efficient in crisis situations or with unskilled workers, it often leads to low employee morale and stifles creativity due to the lack of consultation.

11. (A) P-3, Q-1, R-4, S-2
Organizational climate involves shared perceptions of the workplace environment, whereas job satisfaction is an individual's emotional response to their role. Sensory deprivation occurs when environmental input is significantly reduced, leading to psychological effects. Personnel selection is the systematic process of matching qualified candidates to specific job requirements. These concepts collectively address the interaction between individuals, tasks, and their environment.

12. (B) Crowding
Crowding refers specifically to the subjective psychological stress that arises when an individual perceives their available space as insufficient. Unlike density, which is a physical calculation of people per unit of area, crowding is a negative affective state. It often involves feelings of a loss of control, reduced privacy, and behavioral constraints caused by the presence of others.

13. (C) Physical fitness has no significant impact on cognitive function or self-esteem.
Extensive research in health psychology demonstrates that regular physical activity provides substantial psychological benefits beyond physical health. Exercise is consistently linked to improved mood, enhanced self-esteem, and better cognitive performance across various age groups. It serves as an effective tool for managing stress and reducing symptoms of mental health conditions, contradicting the idea that physical fitness lacks significant influence.

14. (A) I and II only
Industrial safety research indicates that human error is a primary cause of workplace accidents, necessitating effective training and ergonomic designs. Furthermore, an organization's safety climate—the shared perception of safety's importance—directly correlates with lower incident rates. While the specific theory of accident proneness is debated, the roles of human behavior and organizational culture in safety remain universally recognized.

15. (A) Decoding
In the communication model, decoding is the phase where the receiver translates a received message into meaningful information. This cognitive process involves interpreting symbols, words, or gestures sent by the communicator. Successful communication depends on the receiver's ability to decode the message in a way that aligns with the sender's original intention, overcoming potential barriers like noise or ambiguity.

16. (B) Vestibule training
Vestibule training involves using a simulated workspace that mimics the actual job environment without the pressures of real production. This off-the-job method allows trainees to practice on specific machinery or software in a controlled setting. It is particularly effective for high-risk jobs where errors in a live environment would be costly or dangerous, ensuring proficiency before actual placement.

17. (B) Organizational climate survey
Organizational climate surveys are designed to capture the collective perceptions of employees regarding the work environment. Unlike

NODIA

34. (B) I and II only
The rational model assumes perfect information, while bounded rationality recognizes that human cognition is limited by time and information. These two concepts describe different approaches to organizational decision-making. Groupthink, however, is a dysfunctional process where the desire for harmony overrides critical analysis, typically leading to poor decisions rather than better evaluations, making the third statement in the set incorrect.

35. (C) Theory X
Douglas McGregor's Theory X represents a traditional, cynical view of workers. It assumes that employees dislike work, lack ambition, and will avoid responsibility whenever possible. Consequently, managers holding these beliefs rely on a system of strict control, coercion, and punishment to ensure productivity. This management style focuses exclusively on lower-level needs and typically results in a low-trust environment.

36. (B) A perception of high support, trust, and openness.
A positive organizational climate is defined by employee perceptions of a supportive and trustworthy work environment. When individuals feel that management values their contributions and communicates openly, they exhibit higher levels of engagement and commitment. Such an environment reduces stress and fosters collaboration, contrasting sharply with climates marked by ambiguity, excessive conflict, or a lack of feedback.

37. (D) Arousal regulation strategies like deep breathing.
Athletes facing excessive pre-competition anxiety need to manage their physiological and psychological arousal to reach an optimal performance state. Arousal regulation techniques, such as deep breathing and progressive muscle relaxation, help lower heart rates and calm the mind. These strategies prevent "choking" by ensuring the athlete remains focused and relaxed enough to execute their skills effectively under pressure.

38. (A) Yerkes-Dodson Law
The Yerkes-Dodson Law describes an inverted-U relationship between arousal and performance. It suggests that individuals perform best at moderate levels of stress or excitement. If arousal is too low, the person lacks motivation and focus; if it is too high, anxiety impairs cognitive and physical control. The optimal arousal level also depends on task complexity, with simpler tasks requiring higher arousal.

39. (B) Density refers to the number of people per unit of space, while crowding is the subjective negative feeling it may cause.
In environmental psychology, density is an objective, physical calculation of people within a specific area. In contrast, crowding is the subjective, psychological experience of stress or discomfort associated with that density. High density does not always lead to crowding; whether an individual feels "crowded" depends on situational factors, personal control, and the nature of the social interactions occurring.

40. (A) Both A and R are true and R is the correct explanation of A.
Training is essential for developing the human capital necessary for an organization's success. To ensure that training resources are used effectively, a training needs analysis must be conducted first. This analysis identifies specific gaps in skills and knowledge, allowing the organization to design programs that directly address performance issues and provide a measurable return on the investment.

41. (D) A worker's fatigue leading to a lapse in attention.
Human factors in industrial safety focus on the psychological and physiological characteristics of people that contribute to accidents. While faulty machinery or poor lighting are environmental or situational causes, fatigue is a human state that impairs judgment and reaction time. Addressing human factors involves designing tasks and schedules that account for human limitations to reduce the likelihood of errors.

42. (B) Escalation of commitment
Escalation of commitment occurs when a decision-maker continues to invest resources into a failing course of action. This bias is often driven

Downloaded from www.pdf.tube

underlying issues behind symptoms like high turnover or low morale. This analytical step is crucial because it ensures that subsequent interventions are based on actual evidence rather than assumptions.

26. (B) Job Enlargement : Increasing the depth and responsibility of a job
Job enlargement is a horizontal expansion of a role, involving the addition of more tasks at the same level of difficulty. In contrast, increasing the depth, responsibility, and control over a job is defined as job enrichment, which is a vertical expansion. Enrichment aims to fulfill higher-order needs for growth and achievement, while enlargement primarily seeks to reduce boredom.

27. (D) Attribute accidents to fate, luck, or powerful others.
Locus of control is a personality variable representing the degree to which individuals believe they control events in their lives. Those with an external locus of control perceive outcomes as being determined by chance or external forces. In industrial settings, these individuals are less likely to take proactive safety measures because they believe accidents are inevitable consequences of external circumstances.

28. (A) Interferes with or prevents the achievement of desired goals.
The behavioral constraint theory of crowding posits that high density becomes stressful when it limits an individual's ability to act or fulfill objectives. When the presence of others restricts movement or task completion, the individual experiences a loss of control. This perception of being hindered leads to the negative psychological state of crowding, regardless of the actual physical density.

29. (C) Concurrent validity
Concurrent validity is a type of criterion-related validity measured by correlating test scores with current job performance data from existing employees. This assessment occurs simultaneously, providing immediate information on how well the test distinguishes between high and low performers. It is a common alternative to predictive validity, which requires waiting for new hires to produce performance results over time.

30. (A) The clear and successful decoding of a message as intended.
Noise in the communication process encompasses any barrier that interferes with the transmission or reception of a message. This includes physical distractions, such as loud environments, as well as psychological factors like stress or the use of confusing jargon. Clear and successful decoding is the goal of the communication process and represents the absence of significant noise.

31. (B) P-3, Q-4, R-1, S-2
Path-goal theory emphasizes the leader's role in clearing obstacles for followers. Transformational leadership focuses on inspiring extraordinary performance through vision. Leader-member exchange theory examines the unique dyadic relationships between leaders and individual followers. Trait theory seeks to identify inherent characteristics of successful leaders. Each theory offers a different perspective on how leadership influences motivation and organizational success across various contexts.

32. (B) To enhance psychological well-being, including mood and stress reduction.
From a psychological perspective, the primary aim of physical fitness is to improve mental health and emotional regulation. Regular exercise triggers the release of endorphins and reduces cortisol, directly alleviating symptoms of anxiety and depression. Promoting fitness encourages the development of healthy coping mechanisms, improves sleep quality, and boosts overall life satisfaction, contributing to long-term psychological resilience.

33. (C) Hallucinations and impaired cognitive functioning.
Sensory deprivation studies show that the human brain requires constant environmental stimulation to maintain normal psychological functioning. When external input is drastically reduced for extended periods, individuals often experience cognitive disturbances, disorientation, and vivid hallucinations as the brain attempts to create its own stimuli. These findings emphasize that a lack of varied sensory input is stressful and detrimental.

NODIA

51. (B) II and III only
Leadership is a complex process of influencing a group toward achieving shared goals, extending far beyond simple instruction and rule enforcement. Effective leaders significantly shape the organizational climate and directly impact employee satisfaction through their behavior and vision. Modern leadership perspectives emphasize the importance of motivation and social influence rather than relying solely on formal authority and control mechanisms.

52. (B) The informal communication network within an organization.
The grapevine represents the informal, unofficial channel through which information travels in an organization. It bypasses formal hierarchies and often transmits news or rumors much faster than official communications. While the grapevine fulfills a social need for employees and can provide management with insights into employee concerns, its accuracy can be inconsistent, necessitating careful monitoring by leadership teams.

53. (C) Social facilitation
Social facilitation occurs when an individual's performance on a well-learned task improves because of the presence of others, such as an audience or competitors. For a skilled athlete, the increased arousal caused by observers enhances their dominant response, leading to better game performance compared to practice settings. This phenomenon highlights how social contexts can positively influence the execution of mastered skills.

54. (D) Improving the design of equipment and work environments to fit human capabilities.
Ergonomics, also known as human factors engineering, is dedicated to designing workspaces, tools, and systems that align with human physical and cognitive abilities. The goal is to optimize human well-being and overall system performance while reducing the risk of injury and error. By applying psychological and physiological principles, ergonomists ensure that technology and environments support, rather than hinder, human work.

55. (B) P-2, Q-4, R-1, S-3
Job enlargement expands the horizontal scope of a job by adding tasks, while enrichment increases vertical depth by adding responsibility. Job rotation involves moving workers between different roles to provide variety and skill development. Job analysis is the foundational procedure for determining specific duties and requirements, serving as the basis for recruitment, selection, and performance evaluation.

56. (D) Active listening
Effective communication can be hindered by various barriers such as filtering, where information is manipulated, and selective perception, where receivers hear based on their needs. Information overload also prevents clear understanding by overwhelming the receiver. Active listening, however, is a proactive technique that facilitates understanding by providing focused attention and feedback, thus acting as a solution rather than a barrier.

57. (A) Receiving too much stimulation from the social environment.
Overload theory suggests that crowding becomes a stressor when the amount of social and environmental stimulation exceeds an individual's cognitive processing capacity. In high-density settings, the brain is forced to manage excessive inputs from others, leading to mental fatigue and a sense of being overwhelmed. This sensory and social surplus results in the negative psychological experience of feeling crowded.

58. (C) Job satisfaction
The Minnesota Satisfaction Questionnaire is a widely recognized psychometric tool designed to measure an employee's satisfaction with various aspects of their work. It assesses both intrinsic factors, such as the nature of the tasks, and extrinsic factors, such as pay and supervision. By using this instrument, organizations can identify specific areas of discontent and develop strategies to improve morale.

59. (A) Both A and R are true and R is the correct explanation of A.
The psychological impact of noise is not determined solely by its volume. When a person can predict or control a sound, they perceive

Click Here to Buy book on Amazon

by a desire to justify past investments and avoid admitting a mistake, even when evidence clearly indicates that the current path is unsuccessful. It is a common challenge in organizational decision-making that can lead to significant strategic losses.

43. (C) Sensitivity training (T-groups)
Sensitivity training is an organizational development intervention designed to change individual behavior through unstructured group interaction. Participants learn about their own prejudices and how they are perceived by others by discussing interpersonal relations and group dynamics. While other interventions like team building focus on work groups, sensitivity training targets personal growth and self-awareness to improve overall functioning.

44. (D) A standardized set of job-related questions asked of all applicants.
Structured interviews enhance selection accuracy by using a standardized approach for every candidate. All applicants are asked the same predetermined, job-related questions, which are often evaluated using a consistent scoring rubric. This method reduces interviewer bias and ensures that all candidates are assessed against the same criteria, significantly increasing the reliability and validity of the selection process.

45. (A) Affective, cognitive, and behavioral.
Psychology identifies three essential components of attitudes. The cognitive component involves the beliefs and information an individual holds about an object. The affective component encompasses the emotional feelings associated with that object. The behavioral component refers to the intention to act in a certain way. Understanding these three dimensions is vital for analyzing employee attitudes toward their roles and organization.

46. (B) Reduced cognitive performance and increased aggression
Research in environmental psychology suggests that air pollution has significant negative impacts on human psychology beyond physical health risks. Exposure to high levels of pollutants is associated with irritability, increased aggressive behavior, and deficits in cognitive functions like attention and memory. These effects occur as pollution acts as an environmental stressor, straining physiological systems and depleting mental resources.

47. (C) Statement I is correct but Statement II is incorrect.
Goal setting is a highly effective technique in sports, providing athletes with direction and motivation. However, to be effective, goals must be specific and challenging rather than vague or easy. Difficult yet attainable goals encourage greater effort and persistence, whereas "do your best" instructions or overly simple targets often fail to drive significant improvements in performance or development.

48. (A) Formalization
Formalization refers to the extent to which jobs within an organization are standardized. In highly formalized organizations, there are explicit job descriptions, numerous organizational rules, and clearly defined procedures covering work processes. This structure ensures consistency and predictability in employee behavior but can sometimes limit flexibility and individual initiative, depending on the nature of the organization's tasks and demands.

49. (A) 4, 5, 2, 1, 3
A planned organizational development program begins with entry and contracting to define the relationship. Data collection follows to gather necessary information, which is then analyzed during the diagnosis phase. Once problems are identified, specific interventions are implemented to facilitate change. The process concludes with evaluation and feedback to assess the intervention's success and determine if further adjustments are required.

50. (D) Environmental Psychology
Environmental psychology is the branch of psychology that examines the dynamic relationship between individuals and their physical surroundings. This field studies how both natural environments and man-made structures influence human emotion, behavior, and health. Researchers in this area investigate stressors such as noise, crowding, and pollution, as well as the restorative effects of green spaces on mental well-being.

NODIA

68. (C) The beliefs, opinions, and information they have about the job.
The cognitive component of an attitude is the "thought" aspect, consisting of the facts and evaluations an individual holds about an object. For an employee, this includes their understanding of their job duties, their opinion of the company's prospects, and their rational assessment of their salary. This component forms the logical basis upon which emotional reactions and behavioral intentions are developed.

69. (D) Accident proneness
Accident proneness is the theory that certain individuals have personal characteristics that make them more likely to have accidents regardless of the situation. By attributing a series of mishaps to "careless" workers, management is using this concept as an explanation. While modern safety research emphasizes environmental and systemic factors, the idea of individual predisposition remains a historical concept in the study of safety.

70. (B) Precontemplation
In the Transtheoretical Model, precontemplation is the first stage where an individual has no intention to change their behavior in the foreseeable future. A person in this stage may be unaware of the need for exercise or defensive about their current lifestyle. Progressing to the next stage requires education and an increased awareness of the personal benefits associated with adopting healthy habits.

71. (A) P-3, Q-4, R-1, S-2
Decision-making is often hampered by cognitive biases. Anchoring involves over-reliance on initial information, while availability relies on immediate examples. Confirmation bias leads individuals to favor information that supports their existing beliefs. Escalation of commitment occurs when one continues a failing project to justify previous investments. Recognizing these biases is essential for improving the quality and objectivity of organizational and individual decisions.

72. (C) Climate refers to shared perceptions, while culture refers to shared values and assumptions.
Organizational climate is a measure of current perceptions regarding the work environment and management practices, acting as a snapshot of the atmosphere. Organizational culture is a deeper, more stable phenomenon involving the fundamental values, norms, and beliefs that guide behavior. While climate is more easily changed through management action, culture represents the enduring identity and personality of the organization.

73. (D) Sensory deprivation
Sensory deprivation refers to the intentional reduction or removal of stimuli from one or more of the senses. Environmental psychologists study this to understand human needs for environmental variety and interaction. Research in this area reveals that a complete lack of external stimulation can lead to cognitive decline, hallucinations, and significant emotional distress, demonstrating that the human mind requires input to function.

74. (A) Both A and R are true and R is the correct explanation of A.
Effective communication is foundational to organizational success because it ensures that information and goals are understood by all members. When the communication process is poorly defined, ambiguity arises, leading to confusion and interpersonal conflict. By establishing clear channels and protocols, organizations can minimize errors and maximize productivity, as employees have the information they need to perform their duties effectively.

75. (C) Concentration
Concentration in sports involves maintaining focus on relevant environmental cues while ignoring irrelevant distractions. By instructing an athlete to look at the seams of a ball, a coach is providing a specific focal point to narrow their attention. This technique prevents the mind from wandering to negative thoughts or crowd noise, helping the athlete maintain the necessary attentional control for performance.

76. (D) Recruitment
Recruitment is the initial phase of the staffing process, aimed at identifying and attracting potential candidates for a job. The goal is to generate a diverse and qualified pool of applicants from which the most suitable person can eventually be selected. Effective recruitment

Downloaded from www.pdf.tube

a sense of agency that reduces the associated stress. Unpredictable or uncontrollable noise, however, requires constant cognitive monitoring and creates a feeling of helplessness, making it significantly more stressful even if the decibel level remains identical.

60. (C) The shared perceptions among employees regarding the value and priority of safety in the organization.
Safety climate represents the measurable, surface-level perceptions employees have about how safety is actually handled within their organization. It reflects the true priority of safety in daily operations as opposed to formal written policies. A strong safety climate indicates that workers believe management genuinely values their well-being, which leads to more consistent adherence to protocols and fewer accidents.

61. (D) Unstructured interview
An unstructured interview is characterized by a lack of a standardized format and predetermined questions. The interviewer follows no set procedure, allowing the conversation to flow naturally based on the applicant's responses. While this can build rapport, it often leads to low reliability and validity because candidates are asked different questions, making it difficult to compare them objectively or predict performance.

62. (B) Applying psychological principles to enhance athletic performance and well-being.
Sports psychology focuses on the mental and emotional factors that influence participation and performance in physical activity. Practitioners use techniques like goal setting, imagery, and arousal regulation to help athletes reach their peak potential and maintain mental health. This field recognizes that psychological preparation is as critical as physical training for achieving consistent success and personal growth in competitive environments.

63. (D) Statement I is incorrect but Statement II is correct.
The relationship between job satisfaction and performance is not universally strong or straightforward. While a positive link often exists, it is moderated by factors such as task complexity, personality traits, and the availability of rewards. Simply being happy at work does not always guarantee high output, just as high performance is sometimes driven by external pressures rather than genuine satisfaction.

64. (C) Survey feedback
Survey feedback is a cornerstone of organizational development that involves a cyclical process of data collection and discussion. Employees provide information through questionnaires about organizational functioning, which is then compiled and returned to them. This shared data serves as a catalyst for group discussion, allowing team members to identify problems collectively and develop action plans to improve productivity and the work environment.

65. (D) Crowding
Crowding occurs when high population density is perceived as a threat to personal control and privacy. It is the negative psychological reaction to a lack of space, often resulting in feelings of being constrained. In environmental psychology, this concept highlights that the discomfort of "too many people" is fundamentally about the loss of individual autonomy and social interaction management.

NODIA

66. (B) Path-Goal Theory
Path-goal theory suggests that the leader's primary responsibility is to motivate followers by clarifying the behaviors required to achieve goals and obtain rewards. Leaders adapt their style—whether directive, supportive, participative, or achievement-oriented—to match the needs of the followers and the characteristics of the work environment. By removing obstacles and providing support, leaders ensure that the path to success is clear.

67. (A) I only
Effective training evaluation must assess multiple levels, including the trainees' reactions, the knowledge they acquired, changes in their job behavior, and the ultimate results for the organization. While other statements suggest that on-the-job training is always superior or that needs analysis is optional, these are incorrect. Needs analysis is a vital first step, and the best method depends on goals.

85. (A) The consistency and stability of a measurement procedure over time.
Reliability in selection indicates that a test or procedure produces consistent results across different administrations or different raters. If a selection tool is reliable, a candidate should receive a similar score if they take the test again under the same conditions. High reliability is a prerequisite for validity; if a measure is inconsistent, it cannot accurately predict future performance or criteria.

86. (B) To determine if training is the appropriate solution to a performance problem.
A training needs assessment is conducted to identify the root cause of a performance gap. Not all workplace problems can be solved with training; some may be due to poor motivation, inadequate tools, or flawed processes. By performing this assessment, an organization can ensure it invests in training only when a lack of knowledge or skill is the primary issue preventing performance.

87. (A) Both Statement I and Statement II are correct.
Organizational climate acts as a current assessment of the work environment's atmosphere, reflecting employee perceptions of leadership and policy. Organizational culture, meanwhile, consists of the enduring values and assumptions that have developed over the organization's history. While climate describes the "weather" of the organization at a specific time, culture represents its "personality" and the deep-seated beliefs that drive behavior.

88. (D) Idealized Influence (Charisma)
Idealized influence, often called charisma, is the component of transformational leadership where the leader serves as a role model. By demonstrating high ethical standards and a clear vision, these leaders earn the trust and respect of their followers. This behavior inspires employees to identify with the mission and exert extraordinary effort toward achieving organizational goals, often transcending their own personal interests.

89. (B) P-4, Q-1, R-2, S-3
Sensitivity training uses group interaction to improve interpersonal skills, while survey feedback utilizes questionnaires to solve organizational problems. Process consultation involves a consultant helping a group understand its internal dynamics. Team building focuses on group activities to enhance trust and cooperation. These interventions represent different levels of organizational development, ranging from individual behavioral change to improving the functioning of entire work units.

90. (B) Satisficing model
The satisficing model, part of bounded rationality, acknowledges that human decision-makers have limited time and information. Instead of exhaustive searching for the perfect "optimal" choice, individuals select the first alternative that meets their minimum requirements for success. This approach is highly efficient in complex environments where the cost of finding the absolute best solution outweighs the incremental benefits it might provide.

91. (C) Anxiolytic and antidepressant effects.
Research consistently highlights the mental health benefits of regular exercise, particularly its ability to reduce symptoms of anxiety and depression. Physical activity stimulates neurochemical changes, such as the release of endorphins and serotonin, which improve mood and emotional regulation. These psychological benefits make exercise a valuable tool for stress management and a complementary intervention for various mental health conditions in many populations.

92. (D) A significant performance decrement under high-pressure situations.
"Choking" occurs when an athlete's performance suffers drastically in high-stakes situations where they are expected to succeed. This failure is often caused by excessive self-consciousness or anxiety, which disrupts the automatic execution of well-learned skills. Instead of performing naturally, the athlete begins to consciously monitor their movements, leading to coordination errors and a decline in overall performance under intense competitive pressure.

93. (A) Environmental noise
In urban environments, noise pollution from traffic, construction, and industry acts as a persistent stressor. This chronic background noise interferes with cognitive activities like reading

Click Here to Buy book on Amazon

strategies use various channels, such as job boards and networking, to ensure the organization reaches talented individuals.

77. (A) A manager providing performance feedback to a subordinate.
Downward communication follows the official chain of command from higher organizational levels to lower levels. It is typically used by management to assign goals, provide job instructions, inform employees of policies, and offer feedback on performance. This direction of flow is essential for coordinating activities and ensuring that organizational objectives are communicated clearly to those responsible for executing work.

78. (B) Management-by-exception
Transformational leadership is defined by dimensions like idealized influence, inspirational motivation, and individualized consideration. These behaviors inspire followers to exceed expectations. Management-by-exception, however, is a characteristic of transactional leadership. It involves intervening only when standards are not met, focusing on corrective action and monitoring for errors rather than fostering fundamental change or providing visionary inspiration to the organization.

79. (C) High expectancy often contributes to higher motivation, which can lead to satisfaction if performance is rewarded.
According to expectancy theory, motivation is high when individuals believe their effort will lead to performance, and that performance will be rewarded with outcomes they value. High expectancy creates a drive to succeed; if this leads to successful performance and subsequent fair rewards, the employee is likely to experience high job satisfaction. Thus, expectancy serves as a precursor to the motivation cycle.

80. (D) Environmental Psychology
Environmental psychology explores the relationship between people and their surroundings, including the mental health benefits of nature. Creating green spaces is an application of this field's research, which suggests that exposure to natural elements reduces stress, restores attention, and improves mood. Urban planning that incorporates these principles aims to enhance the well-being of residents by providing restorative environments.

81. (A) 2, 1, 3, 4
The study of leadership evolved from trait theories to behavioral theories. Later, contingency theories emerged, emphasizing the importance of the situation. Most recently, transformational leadership became a dominant focus, emphasizing the leader's role in inspiring change. This progression reflects an increasing understanding of the complex interaction between individual traits, behaviors, and environmental contexts in determining leadership success across different organizational settings.

82. (B) Actually going to the gym three times a week.
The behavioral component of an attitude is the actual action or observable behavior toward the attitude object. While believing exercise is healthy is a cognitive component and feeling happy about it is affective, the act of physical participation represents the behavioral manifestation. This component is the most direct evidence of a person's underlying attitude and its impact on their daily lifestyle.

83. (C) The effects of crowding can be mediated by factors like personal control and prior experience.
Research shows that the negative experience of crowding is not an inevitable result of high density. Individuals who feel they have control over their environment or who have prior experience in similar settings often report less stress. Furthermore, the nature of the social situation—whether one is with friends or strangers—heavily influences whether high density is perceived as pleasant or stressful.

84. (A) II only
In industrial safety, a "near miss" is a critical indicator of potential hazards that could have led to an injury. Understanding near misses is essential for proactive accident prevention. The other statements are incorrect because safety is concerned with both physical and psychological well-being, and effective safety training must be an ongoing process rather than a single event during initial orientation.

Downloaded from www.pdf.tube

individual attitude assessments, these surveys focus on shared views of policies, reward systems, and leadership styles. Measuring climate provides management with a diagnostic tool to understand how organizational practices are interpreted and how they might influence overall performance, motivation, and well-being.

18. (A) 2, 1, 5, 3, 4
The personnel selection process follows a logical sequence to narrow down candidates. It begins with receiving job applications, followed by a preliminary interview to screen basic eligibility. Qualified applicants then undergo employment tests to assess skills. Successful candidates move to background investigations to verify information, culminating in the final selection decision to hire the most suitable individual for the role.

19. (C) Fiedler's Contingency Theory
Fiedler's model posits that there is no single best way to lead; instead, a leader's effectiveness depends on the situation's favorability. This contingency approach evaluates the match between a leader's fixed style—either task-oriented or relationship-oriented—and the situational variables of leader-member relations, task structure, and position power. Effectiveness is achieved by matching the right leader to the right situation.

20. (D) Employees' productivity improves simply because they are being observed or given special attention.
Discovered during experiments at the Western Electric Company, the Hawthorne Effect highlights the social and psychological aspects of work. Researchers found that productivity increased not because of physical environmental changes, but because workers felt valued by the attention they received. This finding shifted the focus of industrial psychology from purely physical conditions to the importance of human relations.

21. (C) Statement I is correct but Statement II is incorrect.
Noise is psychologically defined as any unwanted sound that interferes with human activity. While volume is a factor, the stress caused by noise is heavily influenced by its predictability and controllability. Predictable sounds are easier to adapt to, whereas sudden, uncontrollable noises are significantly more disruptive to cognitive tasks and have a greater negative impact on psychological well-being.

22. (C) A is true but R is false.
Transformational leaders motivate followers by appealing to higher ideals and organizational goals, often leading them to exceed their personal interests. However, they achieve this through inspiration, intellectual stimulation, and individualized consideration, not through contingent rewards. The use of rewards and corrective actions is actually a characteristic of transactional leadership, which focuses on exchange relationships rather than fundamental transformation.

23. (C) The employee's feelings or emotions towards the job.
Attitudes consist of three components: cognitive, affective, and behavioral. The affective component specifically represents the emotional state associated with an attitude object. In a professional context, it encompasses the feelings an employee has about their job, such as happiness, boredom, or resentment. These emotional reactions are powerful drivers of overall job satisfaction and influence social interactions.

24. (D) Team cohesion
Team cohesion refers to the dynamic process that keeps a group together in pursuit of its goals and objectives. Sports psychologists work to enhance this by improving interpersonal relationships, communication, and mutual commitment among athletes. Higher levels of cohesion are associated with better coordination, increased collective efficacy, and superior overall performance, as team members support one another more effectively.

25. (C) Administering surveys and conducting interviews to understand the root causes of the problems.
The diagnostic phase of organizational development involves systematic data collection to identify the specific problems facing an organization. By using tools like surveys and interviews, consultants can uncover the

NODIA

and concentration and is a leading cause of sleep disruption. The inability to escape or control these sounds leads to increased physiological arousal and mental fatigue, contributing significantly to irritability and reduced psychological well-being among residents.

94. (A) Both A and R are true and R is the correct explanation of A.
The Job Characteristics Model posits that jobs designed with high autonomy and feedback foster meaningfulness and a sense of responsibility. When employees feel they have control over their work and receive clear information about their performance, they experience positive psychological states. These internal states, in turn, drive higher levels of internal motivation, job satisfaction, and overall work quality within organizations.

95. (C) Higher rates of workplace accidents
High job satisfaction is associated with several positive organizational outcomes, including reduced turnover and lower rates of absenteeism. Satisfied employees are also more likely to engage in organizational citizenship behaviors—extra-role efforts that benefit the company. Conversely, dissatisfaction and the associated lack of attention or engagement are more likely to correlate with accidents, as satisfied workers tend to be more focused.

96. (C) The leader abdicates responsibility and avoids making decisions.
Laissez-faire leadership is characterized by minimal direct supervision and a high level of autonomy for group members. The leader provides little guidance, allowing employees to make their own decisions and solve problems independently. While this approach can encourage creativity and independence among skilled workers, excessive absence of leadership may result in confusion, lack of coordination, and reduced accountability within the organization.

97. (C) Performance appraisal
Performance appraisal is the systematic process of evaluating an employee's job performance in relation to established standards and organizational goals. Managers review past or current performance to provide feedback, identify strengths and weaknesses, and make decisions about promotions, training, compensation, or career development. Effective appraisal systems also motivate employees by clarifying expectations and encouraging improved productivity and professional growth.

98. (C) Observing employees on the job to see if they are following the new protocol.
In Kirkpatrick's model of training evaluation, behavioral change refers to whether employees actually apply the learned skills in their workplace. The most appropriate method to assess this level is direct observation of employees performing their duties. By examining whether workers follow the new safety protocol during real tasks, organizations can determine whether training has successfully changed behavior rather than merely increasing knowledge.

99. (B) I and II only
Personal space refers to the invisible boundary individuals maintain around themselves to feel comfortable in social interactions. The size of this space varies across cultures, situations, and relationships. When others intrude into this personal space unexpectedly, individuals may experience discomfort or stress, which contributes to feelings of crowding. Therefore statements I and II are correct, while statement III is incorrect because personal space differs across cultures.

100. (C) Channel
In the communication process, the channel refers to the medium through which a message travels from the sender to the receiver. Examples include spoken conversation, telephone calls, emails, written reports, or digital platforms. Choosing the appropriate channel is important because it influences how effectively the message is understood. Complex or sensitive messages often require richer communication channels to ensure clarity and accurate interpretation.

101. (A) 4, 3, 2, 1
Kirkpatrick's model evaluates training programs through four hierarchical levels. The first level is Reaction, measuring participants' immediate responses to the training. The second level is Learning, assessing knowledge or skill acquisition. The third level is Behavior, examining whether employees apply the learned

Click Here to Buy book on Amazon

highlighting the importance of physical distance in human psychological well-being and behavior.

135. (C) Moods, emotions, and dispositional factors.
The affective revolution in organizational psychology shifted the focus from purely rational evaluations of job satisfaction to the role of emotions. It recognizes that an employee's daily moods and their underlying temperament significantly influence their overall attitude toward work. This perspective emphasizes that feelings are just as important as cognitive beliefs in determining behavior, engagement, and commitment within organizations.

136. (D) Human factors psychology (Ergonomics)
Human factors psychology, or ergonomics, is dedicated to designing systems and environments that accommodate human physical and psychological limitations. In industrial safety, this means creating workstations and machinery that are intuitive and safe to use, thereby reducing the likelihood of human error. By focusing on the "fit" between the worker and the environment, ergonomists prevent accidents and improve efficiency.

137. (A) Both Statement I and Statement II are correct.
Organizations utilize both off-the-job and on-the-job training to develop employee skills. Off-the-job methods, like lectures and simulations, provide a safe environment for learning theoretical knowledge or complex procedures. On-the-job methods, such as coaching and job rotation, allow employees to gain practical experience in the actual work context. Using a combination of these methods ensures comprehensive skill development.

138. (B) Self-confidence and performance
Mental imagery is a powerful psychological tool where athletes mentally rehearse successful outcomes and technical skills. This process builds self-confidence by providing a mental blueprint for success, which reduces anxiety and improves focus. By visualizing victory and proper form, athletes can enhance their actual physical performance during competition, as the mental rehearsal prepares the associated neural pathways.

139. (C) Failed to account for the statistical probability of repeat accidents.
Early research into accident proneness was criticized for failing to recognize that some people have more accidents simply by chance or because they work in more hazardous environments. The theory relied too heavily on individual traits and neglected the mathematical reality of accident distribution. Modern safety science instead focuses on the complex interaction between individual behavior, equipment design, and organizational culture.

140. (A) Both A and R are true and R is the correct explanation of A.
Unstructured interviews lack standardization, making them highly susceptible to interviewer bias and irrelevant questioning. Because different candidates are asked different questions, comparing them objectively is nearly impossible. This inconsistency reduces the reliability and validity of the interview as a selection tool. In contrast, structured interviews provide a more accurate assessment of potential by using uniform, job-related criteria.

141. (D) Evaluating the decision's effectiveness.
The rational decision-making model concludes with an evaluation phase to determine if the chosen alternative achieved the desired result. This step is crucial for learning and improving future decisions. By assessing the outcomes, organizations can identify if the problem was truly solved or if further adjustments are needed, ensuring that the process is a continuous cycle of improvement.

142. (B) Autonomy
Autonomy is the core job dimension that describes the level of independence and discretion a worker has in their role. High autonomy means the employee has significant control over their work schedule and the methods used to complete tasks. This sense of personal responsibility is a powerful motivator, leading to increased job satisfaction and a greater commitment to work quality.

NODIA

more formal and limited interactions. High-quality LMX relationships often result in higher job satisfaction, commitment, and performance among employees.

110. (B) To maximize the probability of making correct hiring decisions.
Personnel selection aims to identify and hire applicants who possess the knowledge, skills, abilities, and other characteristics required for successful job performance. By using reliable and valid selection methods such as tests, interviews, and assessments, organizations attempt to increase the probability of selecting candidates who will perform effectively. Effective selection reduces turnover, improves productivity, and contributes to overall organizational success.

111. (A) Both A and R are true and R is the correct explanation of A.
Regular physical exercise has been consistently linked with improved mental health and psychological well-being. Exercise stimulates the release of endorphins and other neurotransmitters that enhance mood and reduce stress. It also provides a healthy distraction from daily worries and improves sleep quality. These physiological and psychological benefits explain why exercise is often recommended as an effective strategy for maintaining mental health.

112. (B) Task identity
Task identity is a core job dimension that refers to the degree to which a job requires the completion of a whole, identifiable piece of work. When a worker can see a visible outcome from beginning to end, they experience a greater sense of pride and accomplishment. This contrasts with roles where an employee performs only a small, disconnected part of a process.

113. (C) The difficulty in maintaining long-term adherence to exercise programs.
While many people begin exercise programs, health psychologists note that maintaining that behavior long-term is a significant challenge. Adherence often drops after the initial few months due to barriers like perceived lack of time, slow progress, or a lack of social support. Developing strategies for long-term behavior maintenance is a primary focus of interventions aimed at improving public health.

114. (D) I, II and III
The communication process in an organization is comprehensive, encompassing all formal and informal channels. This includes official reports and downward instructions from managers to subordinates, as well as the informal "grapevine" where rumors and unofficial news circulate. All these modes of information exchange work together to shape the organization's culture and influence how employees understand their roles and the organizational goals.

115. (C) Content theories focus on 'what' motivates, while process theories focus on 'how' motivation occurs.
Content theories, such as Maslow's hierarchy, identify specific needs or rewards that drive behavior—answering the question of "what" motivates. Process theories, like expectancy theory, examine the mental procedures and interactions that lead to motivation—explaining "how" the process works. Understanding both perspectives is necessary for managers to design effective incentive systems and work environments that truly engage a diverse workforce.

116. (D) Situational and human factors in industrial safety.
This scenario illustrates how physical conditions like lighting and physiological states like fatigue combine to increase accident risks. Industrial safety programs must address both areas to be effective. Relying on individual blame ignores the systemic issues that make errors more likely, whereas improving environmental conditions and managing worker schedules can significantly and sustainably reduce the rate of workplace injuries and incidents.

117. (A) Lowered cognitive function and increased irritability.
Environmental pollution acts as a chronic stressor that can impair neurological health and psychological state. High levels of pollutants are linked to reduced attention spans, memory problems, and slower cognitive processing. Furthermore, the physiological strain and the unpleasantness of polluted environments often lead to increased irritability and lower emotional regulation, demonstrating that

Downloaded from www.pdf.tube

skills in the workplace. The final level is Results, which evaluates organizational outcomes such as productivity improvements, cost reduction, or improved safety.

102. (C) Organizational climate
Organizational climate refers to employees' shared perceptions about the work environment, including trust, communication patterns, leadership behavior, and overall atmosphere within the organization. A climate characterized by fear, low trust, and closed communication indicates poor organizational climate. Such environments can reduce employee motivation, increase conflict, and lower productivity. Positive organizational climates promote cooperation, open communication, and psychological safety among employees.

103. (B) Implement planned change to improve an organization's effectiveness and employee well-being.
Organizational Development (OD) is a systematic, long-term effort aimed at improving organizational effectiveness and employee well-being through planned interventions. These interventions may include training programs, team-building activities, leadership development, and changes in organizational structure or culture. OD emphasizes collaboration, participation, and humanistic values, helping organizations adapt to changing environments while enhancing both productivity and employee satisfaction.

104. (A) Progressive muscle relaxation
Progressive muscle relaxation is a widely used psychological technique to reduce anxiety and physical tension. Athletes systematically tense and then relax different muscle groups, which increases awareness of bodily tension and promotes relaxation. This method helps athletes control stress, maintain concentration, and achieve optimal arousal levels before competition. As a result, it can significantly improve sports performance by reducing performance-related anxiety.

105. (D) Statement I is incorrect but Statement II is correct.
Industrial accidents are not caused solely by unsafe physical conditions. While hazardous equipment or poor workplace design can increase accident risk, human factors also play an important role. Worker behaviors, fatigue, stress, inattention, personality traits, and inadequate training may contribute significantly to accidents. Therefore safety programs must address both environmental hazards and human behavior to effectively reduce workplace accidents.

106. (A) Hired but performs poorly on the job.
In personnel selection, decision errors may occur when predicting job performance. A false positive error occurs when an applicant is selected for employment but later performs poorly in the job. This represents an incorrect hiring decision that may lead to reduced productivity and increased training costs. Selection systems aim to minimize such errors by using reliable tests, interviews, and assessment methods.

NODIA

107. (B) Diagnosis phase
The diagnosis phase is an early stage in an Organizational Development (OD) program where consultants and organizational members analyze problems, gather information, and identify areas requiring improvement. Data may be collected through surveys, interviews, observations, or organizational records. The purpose is to understand the root causes of issues affecting performance or employee well-being so that appropriate interventions can be designed.

108. (A) P-3, Q-1, R-4, S-2
Environmental psychology examines how environmental factors influence human behavior and well-being. Crowding refers to the subjective stress experienced when population density is perceived as too high. Noise often leads to impaired concentration and sleep disturbance. Pollution reduces well-being and may increase aggression or stress levels. Sensory deprivation occurs when stimulation is extremely limited, which can lead to hallucinations and reduced cognitive functioning.

109. (B) Leaders form a special relationship with a small group of subordinates (the "in-group").
Leader-Member Exchange (LMX) theory proposes that leaders develop different quality relationships with different subordinates. Some employees become part of the "in-group," receiving greater trust, responsibility, and communication with the leader. Others remain in the "out-group," having

126. (C) P-4, Q-1, R-2, S-3
Sports psychology focuses on athlete performance, while organizational psychology examines broader workplace behavior. Environmental psychology studies the impact of physical settings, and personnel psychology concentrates on the specific processes of selecting and training staff. These branches of applied psychology collectively address the diverse ways human behavior is influenced by various tasks, environments, and organizational structures in different contexts.

127. (C) Company stock price
Organizational climate refers to the internal psychological environment as perceived by its members. Its dimensions include things like autonomy, cohesion, and support. Company stock price, however, is an external financial metric that does not reflect the internal atmosphere or shared perceptions of employees. While financial success can influence climate indirectly, it is not considered a core dimension of the psychological climate itself.

128. (D) May vary considerably from one job or situation to another.
Situational specificity suggests that the validity of a selection test depends on the unique characteristics of the job and the organizational context. A test that successfully predicts performance for one role might not be effective for another. This principle emphasizes the need for organizations to conduct their own validation studies to ensure that their selection tools are accurate for their specific requirements.

129. (D) I, II and III
Overall job satisfaction is a composite attitude formed by an individual's evaluation of various specific facets of their work. These include financial compensation, the quality of supervision received, and the nature of relationships with coworkers. Because employees can have different feelings about each aspect, measuring satisfaction across multiple dimensions provides a more accurate and detailed picture than a single, global measure.

130. (B) Trait theories
The "Great Man" theory was an early precursor to trait theories of leadership. Both approaches focus on identifying the specific inherent qualities—such as intelligence, confidence, and charisma—that distinguish leaders from non-leaders. These theories assume that leaders are born with unique characteristics that make them naturally effective across any situation, a view that was later expanded by behavioral and contingency perspectives.

131. (A) 5, 2, 3, 4, 1
The communication process begins with a sender who has an idea and encodes it into a message. This message is then transmitted through a specific channel to a receiver. Finally, the receiver decodes the message to understand its meaning. This linear model illustrates the essential steps required for information exchange, while also highlighting where potential barriers or "noise" can interfere.

132. (D) Social Facilitation
Social facilitation refers to the tendency for people to perform better on simple or well-practiced tasks when others are present. The presence of an audience increases physiological arousal, which strengthens the person's dominant response. For experts, this leads to improved performance. However, for complex or unfamiliar tasks, this same arousal can lead to increased errors, a phenomenon known as social inhibition.

133. (A) Contingency and situational theories of leadership.
Contingency and situational theories argue that effective leadership requires adapting one's style to the specific circumstances, including the complexity of the task and the maturity of the followers. A "one-size-fits-all" approach fails to account for these variables and is likely to be ineffective in many situations. Flexibility and the ability to diagnose the needs of the environment are hallmarks of success.

134. (B) An invisible boundary surrounding a person into which others may not trespass.
Personal space is a portable, invisible buffer zone that people maintain around themselves to regulate social interaction and maintain a sense of privacy. The size of this space varies based on the relationship between individuals and cultural norms. Trespassing into this boundary often causes discomfort and physiological arousal,

Click Here to Buy book on Amazon

environmental quality has a direct impact on mental performance.

118. (B) Organizational Development
Organizational development is a systematic approach to enhancing organizational performance by applying behavioral science. It is a planned effort involving top management and focuses on improving processes like communication, decision-making, and culture. Through interventions like team building and survey feedback, OD seeks to foster a healthier, more adaptable organization that can successfully navigate change and achieve its long-term strategic goals.

119. (D) "Tell me about a time you had to deal with a difficult customer."
Behavioral interview questions are based on the premise that past behavior is the best predictor of future performance. Unlike situational questions that ask what one would do, behavioral questions ask for specific examples of what one has done in actual past situations. This approach provides recruiters with concrete evidence of a candidate's skills and competencies, allowing for a more objective assessment.

120. (B) The internal dialogue or thoughts an athlete has.
Self-talk is the stream of conscious thoughts and internal statements that athletes use to direct their attention and manage their emotions. It can be positive and instructional, helping to boost confidence and focus, or negative and self-critical, which can lead to anxiety and poor performance. Learning to monitor and reframe self-talk is a key psychological skill taught to enhance performance.

121. (A) Density and Crowding, respectively
Density is a physical statistic that measures the number of individuals in a given space. Crowding is the psychological experience and negative appraisal of that situation. This distinction is vital in environmental psychology because it explains why individuals might feel stressed in a high-density apartment but enjoy a high-density concert, showing that the psychological response is mediated by social and personal factors.

122. (D) Statement I is incorrect but Statement II is correct.
Traditional views of leadership focused on strict command and control, but modern theories have shifted toward a more developmental approach. Today, effective leaders are seen as facilitators who empower their subordinates, foster motivation, and invest in their professional growth. This shift reflects the changing nature of work, where innovation and collaboration are prioritized over simple compliance with rules and rigid hierarchies.

123. (C) Groupthink
Groupthink is a psychological phenomenon that occurs when the desire for group consensus and harmony overrides the need for critical, realistic evaluation of alternatives. In this state, group members suppress dissenting opinions and ignore contradictory evidence, often resulting in irrational or disastrous decisions. It is particularly common in highly cohesive groups that are isolated from outside opinions and under significant pressure.

124. (D) To identify the knowledge, skills, and abilities required for successful job performance.
Job analysis serves as the foundation for the entire personnel selection process. By systematically analyzing the tasks and responsibilities of a role, organizations can determine the specific human requirements—known as KSAOs—needed for success. This information ensures that selection tools, such as tests and interviews, are job-related and effectively identify candidates who possess the necessary competencies for the role.

125. (A) Both A and R are true and R is the correct explanation of A.
The organizational climate significantly impacts how employees feel and perform. A climate characterized by high trust, supportive management, and regular recognition fulfills core psychological needs for belonging and competence. When these needs are met, employees become more engaged and productive. Conversely, a negative climate can lead to stress and burnout, demonstrating that the perceived work environment is a key driver.

NODIA

143. (A) Specific, challenging goals lead to higher performance than no goals or "do your best" goals.
Goal-setting theory in sports psychology emphasizes that clear and difficult targets drive much higher performance than vague or easy ones. Specific goals provide a roadmap for effort and help athletes monitor their progress. When athletes accept these challenges, they exhibit greater persistence and develop new strategies to succeed, making goal setting a highly effective tool for performance enhancement.

144. (D) Team building
Team building is a group-level intervention designed to improve interpersonal relationships and collaborative functioning. It typically involves activities that increase trust, clarify roles, and enhance communication within a work unit. By addressing these social and procedural issues, team building helps a group of individuals evolve into a more cohesive and effective team, ultimately improving overall organizational productivity.

145. (D) I, II and III
Environmental psychology investigates various stressors that impact human behavior and health, including noise, crowding, and pollution. These factors can cause physiological arousal, mental fatigue, and negative emotional states. Researchers in this field seek to understand how these stressors interact with individual characteristics to affect well-being, providing insights that are used in urban planning and policy to create healthier environments.

146. (B) Changing situational factors to improve safety.
By focusing on equipment guards and lighting, the manager is addressing the situational and environmental causes of accidents rather than blaming individual workers. This approach is rooted in the belief that most industrial accidents can be prevented by designing safer workspaces. Improving the physical environment reduces the opportunity for human error and demonstrates a systemic commitment to employee welfare.

147. (C) The standard of successful job performance.
In selection validation, a criterion is the measure of success that a selection test is intended to predict. Common criteria include job performance ratings, sales figures, or tenure. To determine if a selection test is valid, scores on the test are correlated with these criterion measures. A high correlation suggests that the test is an effective tool for identifying success.

NODIA

148. (D) A rational evaluation of the job's characteristics, such as pay and hours.
The cognitive component of a job attitude involves the logical assessment of factual information. This appraisal includes an employee's beliefs about their workload, salary, and career opportunities. While emotions and behaviors are also important, this rational evaluation provides the intellectual framework for how a person views their job. These beliefs often serve as the basis for overall satisfaction.

149. (A) P-3, Q-1, R-2, S-4
Leadership styles differ in how authority and participation are exercised. Autocratic leadership centralizes power with the leader, who dictates methods and decisions. Democratic leadership encourages participation and involves subordinates in decision making. Laissez-faire leadership provides maximum freedom, allowing group members to make decisions themselves. Transformational leadership focuses on inspiring followers, motivating them to transcend personal interests and work toward broader organizational goals and collective success.

150. (B) Function normally and maintain a stable sense of reality.
Sensory deprivation studies demonstrate that the human brain requires continuous sensory input to maintain normal cognitive functioning. When individuals are placed in environments with minimal stimulation—such as darkness or silence—they may experience confusion, anxiety, hallucinations, and distorted perceptions. These findings show that sensory input helps stabilize perception, thinking, and emotional regulation. Without sufficient stimulation, the brain struggles to interpret reality accurately.

151. (A) 2, 3, 1
Hans Selye proposed the General Adaptation Syndrome (GAS) to explain how the body responds to prolonged stress. The first stage is the Alarm reaction, where the body detects

stress and activates physiological defenses. The second stage is Resistance, in which the body attempts to adapt and cope with the stressor. If the stress continues for too long, the final stage—Exhaustion—occurs, where physical and psychological resources become depleted.

152. (C) Vroom's Expectancy Theory
Process theories of motivation focus on how motivation occurs rather than what motivates individuals. Vroom's Expectancy Theory explains that motivation depends on three cognitive components: expectancy (belief that effort leads to performance), instrumentality (belief that performance leads to rewards), and valence (value of the reward). Employees become motivated when they believe their effort will produce good performance and desirable outcomes, making it highly relevant to workplace satisfaction.

153. (A) Arousal level
In sports psychology, the relationship between arousal and performance is often explained by the Yerkes-Dodson law. Moderate levels of physiological and psychological arousal tend to produce optimal performance, whereas very low or very high arousal can impair performance. When athletes become overly excited, anxious, or stressed, their concentration and decision making may suffer. By calling a timeout, the coach attempts to regulate arousal and restore optimal performance levels.

154. (D) Statement I is incorrect but Statement II is correct.
Organizational Development (OD) is not a quick or temporary solution to workplace problems. Instead, it is a long-term, systematic process aimed at improving organizational effectiveness, adaptability, and employee well-being. OD interventions involve planned change, collaboration, and participation across different organizational levels. These initiatives often include training, team building, and structural improvements designed to strengthen the organization's ability to respond to future challenges.

155. (C) Test-retest reliability
Test-retest reliability measures the stability and consistency of a psychological test over time. To assess it, the same test is administered to the same group of individuals at two different points in time under similar conditions. If the scores are highly correlated across the two administrations, the test is considered reliable. This method helps determine whether a selection test consistently measures the same characteristics.

156. (B) Allows the sender to determine if the message was received and understood correctly.
Feedback is a critical element of the communication process because it completes the communication cycle. After receiving a message, the receiver responds or reacts, providing information back to the sender. This response helps the sender determine whether the message was interpreted correctly. If misunderstandings occur, feedback allows clarification and correction, thereby improving communication effectiveness and reducing potential errors.

157. (A) Both A and R are true and R is the correct explanation of A.
In environmental psychology, population density and crowding are distinct but related concepts. Population density refers to the objective number of people in a given physical space. Crowding, however, is a subjective psychological feeling of discomfort or stress resulting from perceived lack of space or privacy. High density may contribute to crowding, but it does not always produce that feeling. Therefore, the reason accurately explains the assertion.

158. (C) Influencing and motivating employees toward achieving organizational goals.
Leadership in organizations involves influencing individuals or groups to work toward shared objectives. Effective leaders motivate employees, provide direction, and coordinate efforts to achieve organizational goals. Unlike purely administrative roles, leadership focuses on inspiration, guidance, and interpersonal influence. By fostering commitment, encouraging participation, and supporting employees, leaders help improve productivity, morale, and organizational performance.

159. (A) The work itself, pay, promotions, supervision, and coworkers.
The Job Descriptive Index (JDI) is a widely used instrument for measuring job satisfaction. It evaluates satisfaction across five important facets

Downloaded from www.pdf.tube

of a job: the nature of the work itself, salary or pay, opportunities for promotion, the quality of supervision, and relationships with coworkers. By measuring these components separately, researchers and organizations can better understand which aspects of the job influence employees' attitudes and satisfaction levels.

160. (C) Content validity
Content validity refers to the degree to which a test or assessment accurately represents the tasks, skills, and knowledge required for a particular job. In personnel selection, this type of validity ensures that the test items are directly related to the actual duties employees must perform. If a test reflects the essential job content, it is more likely to predict job performance accurately and fairly.

161. (C) Exercise adherence and physical fitness
Organizations increasingly promote employee wellness programs to improve health, productivity, and job satisfaction. Providing facilities such as gyms or structured fitness programs encourages workers to begin and maintain regular physical activity. Exercise adherence refers to the consistent continuation of a fitness routine over time. When employees believe in the benefits of exercise and receive organizational support, they are more likely to maintain healthy habits.

162. (A) I and II only
Organizational climate refers to the shared perceptions employees have about the policies, practices, and procedures within their workplace. It reflects measurable characteristics of the work environment, such as leadership behavior, communication patterns, and reward systems. These perceptions are collectively formed by employees' experiences. However, organizational climate is influenced by leadership style and structure, so it cannot be considered independent of them.

163. (B) How they would behave in a hypothetical job-related scenario.
A situational interview is a structured interview technique used in personnel selection. In this method, candidates are presented with hypothetical job-related scenarios and asked how they would respond. The purpose is to assess problem-solving ability, judgment, and behavioral tendencies in work situations. Because responses are evaluated using standardized criteria, situational interviews often improve fairness and predictive validity in hiring decisions.

164. (B) Social loafing
Social loafing refers to the tendency of individuals to reduce effort when working collectively in a group compared to when they work alone. This phenomenon occurs because responsibility is diffused among group members, making individuals feel less accountable for the final outcome. Social loafing is more likely when individual contributions are difficult to identify. Effective leadership and clear task structures can help minimize this behavior.

165. (B) Reduce the frequency and severity of accidents and injuries.
The primary goal of industrial safety programs is to prevent workplace accidents and protect employees from injury or harm. Effective safety programs include training, hazard identification, protective equipment, and clear safety procedures. By promoting awareness and encouraging safe behavior, organizations can reduce risks and improve overall working conditions. A strong safety culture also enhances employee morale and productivity.

NODIA

166. (D) Leader's charisma
Fiedler's Contingency Model proposes that leadership effectiveness depends on the match between a leader's style and situational favorableness. The model identifies three key situational variables: leader-member relations (level of trust and respect), task structure (clarity of tasks), and position power (authority of the leader). Charisma is not considered one of these variables in Fiedler's model.

167. (B) Self-efficacy
Self-efficacy is a concept introduced by Albert Bandura and refers to an individual's belief in their capability to perform specific tasks successfully. In sports settings, athletes with high self-efficacy are more confident, persistent, and motivated. They are more likely to overcome obstacles and perform well under pressure. Developing strong self-efficacy through practice, encouragement, and past success improves athletic performance.

168. (B) P-2, Q-1, R-4, S-3
Herzberg's Two-Factor Theory distinguishes between hygiene factors, which prevent dissatisfaction, and motivators, which create satisfaction. Vroom's Expectancy Theory focuses on expectancy, instrumentality, and valence in motivation. McGregor's Theory X and Theory Y describe managerial assumptions about employee motivation and work attitudes. Fiedler's Contingency Model emphasizes matching leadership style with situational favorableness to achieve effective leadership.

169. (C) Noise, especially if intermittent and uncontrollable, impairs performance on complex tasks.
Research in environmental psychology indicates that noise can significantly affect cognitive performance. Continuous or predictable noise may be tolerated, but intermittent and uncontrollable noise disrupts concentration and attention. Complex tasks that require memory, problem solving, or reasoning are particularly affected. Excessive noise can lead to stress, reduced productivity, and increased errors, highlighting the importance of proper workplace environmental conditions.

170. (B) A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.
Job satisfaction is commonly defined by Edwin Locke as a positive emotional state resulting from evaluating one's job or job experiences. It reflects how employees feel about different aspects of their work, including pay, supervision, coworkers, and work conditions. High job satisfaction is associated with improved motivation, commitment, and organizational performance, while low satisfaction may contribute to absenteeism and turnover.

171. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

172. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

173. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

174. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

175. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved

Click Here to Buy book on Amazon

motivation, and healthier organizational environments.

176. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

177. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

178. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

179. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

180. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

181. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

NODIA

182. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

183. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved

251. (D) Statement I is incorrect but Statement II is correct.
The relationship between arousal and performance follows an inverted-U pattern known as the Yerkes-Dodson Law. For every task, there is an optimal level of arousal; if arousal is too high or too low, performance will suffer. This optimal point varies with task complexity: simple tasks generally require higher arousal for focus, while complex tasks require lower levels of arousal.

252. (B) Job analysis
Job analysis is the systematic process of gathering and documenting all relevant information about a specific job. This includes the tasks performed, tools used, and the skills and abilities required of the individual doing the work. The resulting job descriptions and specifications are used for recruitment, selection, performance appraisal, and compensation. It is the fundamental building block for resource management.

253. (C) Irritability, stress, and reduced cognitive function.
Environmental pollution is a significant psychological stressor that negatively impacts mental health and cognitive performance. Exposure to air and noise pollution is linked to increased levels of stress and irritability, as well as deficits in attention, memory, and decision-making. These effects occur as the body and mind struggle to cope with physiological strain and the unpleasantness of a degraded environment.

254. (D) Transformational
Transformational leadership is characterized by a leader who inspires followers with a compelling vision and acts as a catalyst for organizational change. These leaders empower their subordinates to take ownership of their work and develop their full potential. By focusing on shared values and higher goals, transformational leaders create a sense of purpose and commitment that goes beyond simple exchanges for rewards.

255. (C) Enrichment adds more tasks, while enlargement adds more responsibility and control.
Job enlargement is a horizontal expansion that simply increases the number of tasks an employee performs. Job enrichment, in contrast, is a vertical expansion that gives the employee more control over the planning and evaluation of their work. While enlargement can reduce boredom, enrichment is designed to provide greater meaningfulness and fulfill higher-level psychological needs for autonomy.

256. (D) Theory Y assumptions
A manager who assumes that employees are self-motivated and thrive on responsibility is following Douglas McGregor's Theory Y. This positive perspective leads to a participative leadership style where employees are given autonomy and encouraged to contribute to organizational goals. This approach recognizes that most people can find work intrinsically rewarding and are capable of self-direction when committed to success.

257. (A) Creating a mental blueprint for successful performance and building confidence.
Visualization, or mental imagery, helps athletes by providing a mental rehearsal of successful performance. This process creates a psychological blueprint that prepares the brain for actual physical movements and boosts self-confidence. By repeatedly seeing themselves succeed, athletes can manage their anxiety and maintain better focus during real competition, as the mental rehearsal makes actual execution feel more familiar.

258. (B) Diagnosis of the problem
The first active stage in any planned organizational development process is a thorough diagnosis of the current problems. This involves collecting and analyzing data to understand the underlying causes of organizational dysfunction. Without a clear diagnosis, any subsequent intervention will lack direction and is unlikely to result in meaningful change. Effective diagnosis ensures that the program addresses root causes rather than symptoms.

259. (A) Both A and R are true and R is the correct explanation of A.
Predictive validity is a method used in personnel selection to determine how well a selection test predicts future job performance. It involves testing applicants and then correlating their scores with their performance once they have been on the job for a period of time. A high correlation

Downloaded from www.pdf.tube

motivation, and healthier organizational environments.

192. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

193. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

194. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

195. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

196. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

197. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

NODIA

198. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

199. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved

motivation, and healthier organizational environments.

200. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

201. (A) Relatively low to moderate
The Yerkes-Dodson Law posits that the optimal level of arousal for task performance depends on the task's complexity. While simple tasks might benefit from higher arousal, complex tasks are best performed at low to moderate levels. Excessive arousal during complex duties can lead to anxiety and cognitive overload, which impairs decision-making and coordination, ultimately causing a decline in performance quality.

202. (B) Fiedler's Model
Fiedler's Contingency Model is a prominent leadership theory that emphasizes the importance of matching a leader's style to the situational context. It suggests that a leader's effectiveness is not based on traits or behaviors alone, but on how well their style fits the situational favorableness. This approach recognizes that no single leadership style is universally effective in all organizational circumstances.

203. (C) Job enlargement
Job enlargement is the horizontal expansion of a job, involving the addition of more tasks at the same level of responsibility. This technique is often used to reduce the boredom and monotony associated with highly specialized roles. While it provides more variety, it does not necessarily increase the employee's level of authority or complexity, which distinguishes it from job enrichment.

204. (D) Deficits in attention and reading comprehension
Chronic exposure to loud, uncontrollable noise acts as a significant cognitive stressor. It interferes with the brain's ability to filter information, leading to lapses in attention and difficulties in processing complex material like text. In both children and adults, these deficits can result in lower academic achievement and reduced work productivity, as the mental energy required depletes resources.

205. (A) Both A and R are true and R is the correct explanation of A.
Job satisfaction is both a global feeling about one's work and a composite of specific attitudes toward various job facets. An individual's overall level of satisfaction is determined by how they evaluate these different areas, such as compensation, social relationships, and the work itself. This multidimensional nature explains why an employee can be satisfied with some elements while remaining unhappy with others.

206. (B) Contemplation
In the Transtheoretical Model, the contemplation stage occurs when an individual is aware of the benefits of change and is seriously considering starting a new behavior, like exercise, within the next six months. While they are thinking about the change, they have not yet made a commitment to take action. This stage is often characterized by ambivalence while weighing pros and cons.

207. (C) Increase trust, communication, and collaboration within a group.
Team-building interventions are designed to enhance the social and functional dynamics within a work group. These activities help members clarify their roles, improve interpersonal communication, and build mutual trust. By fostering a more collaborative environment, team building aims to increase the group's overall effectiveness and productivity. This organization-level intervention recognizes that healthy interpersonal relations are essential for achieving organizational goals.

208. (D) Reliability
Reliability refers to the consistency of a measurement procedure. A selection test is considered reliable if it yields similar scores for

Click Here to Buy book on Amazon

the same individual when they are tested multiple times or with an equivalent form of the test. High reliability is essential because it ensures that the test results are stable and not significantly influenced by chance factors, making the data useful.

209. (A) The rater's overall impression of a person influences the rating of their specific traits.
The halo effect is a cognitive bias where a rater's general positive or negative impression of an individual colors their evaluation of that person's specific characteristics. For example, if an interviewer finds a candidate personable, they might also rate them as highly intelligent and capable, even without evidence. This bias can significantly undermine the accuracy and fairness of performance appraisals and selection.

210. (B) An employee does not know how to operate a new piece of software.
Personnel training is specifically intended to address gaps in knowledge or skill. When an employee lacks the technical ability to use a required tool, like new software, training is the most appropriate and direct solution. Other issues, such as low motivation or broken equipment, require different management interventions, highlighting the importance of needs analysis to ensure that training is correctly applied.

211. (C) High population density and crowding
In environments with high population density, individuals often feel a sense of anonymity, where their personal identity is submerged in the group. This can lead to deindividuation, a state where a person feels less accountable for their actions and more likely to follow group norms, even anti-social ones. This psychological effect is one way that crowding can negatively impact behavior.

212. (D) A leader's style (e.g., supportive, participative) is a major determinant of the climate.
Leadership behavior is one of the most powerful influences on organizational climate. Leaders who demonstrate support, encourage participation, and provide clear recognition create an atmosphere of trust and engagement. Conversely, autocratic or punitive leadership can foster a climate of fear and competition. Through daily interactions and policy decisions, leaders at all levels shape the shared perceptions that define the workplace atmosphere.

213. (B) P-4, Q-2, R-1, S-3
Goal setting involves establishing performance targets, while imagery uses mental rehearsal to perfect physical movements. Arousal regulation, such as deep breathing, manages physiological states before key actions. Attentional control focuses on maintaining concentration on relevant cues. These psychological skills are essential for athletes to perform consistently under pressure, allowing them to manage the mental demands of competition alongside their physical training.

214. (B) Contribute to organizational effectiveness but are often overlooked.
Organizational citizenship behaviors are voluntary actions that go beyond an employee's formal job requirements. These behaviors, such as helping a coworker or volunteering for extra tasks, are vital for the smooth functioning of an organization. While they may not be explicitly rewarded in a formal sense, they contribute significantly to overall effectiveness and social cohesion, making them key indicators of commitment.

215. (D) Statement I is incorrect but Statement II is correct.
While a rational decision-making process is ideal for certain problems, it is not always possible in fast-paced organizational settings. Heuristics and intuition provide quick, effective ways to make decisions under uncertainty, even though they can introduce biases. These shortcuts are necessary when time is limited and complete information is unavailable, allowing managers to respond rapidly to complex and changing demands.

216. (D) The accident proneness theory
The accident proneness theory suggests that certain people have inherent personality traits or physiological characteristics that make them more likely to have accidents regardless of the workplace conditions. This perspective focuses on the individual as the primary cause of safety issues. While modern safety programs prioritize environmental design and organizational climate, the idea of individual predisposition remains a historical concept.

Downloaded from www.pdf.tube

217. (A) Job enrichment
Job enrichment is a vertical expansion of a job that increases an employee's level of responsibility, autonomy, and control. By allowing workers to participate in the planning and evaluation of their own tasks, organizations can fulfill higher-order needs for growth and achievement. This technique is more effective than job enlargement for increasing internal motivation and long-term satisfaction for employees.

218. (B) Help the athlete achieve their potential and perform consistently.
The primary goal of sports psychology is to help athletes reach their peak potential and maintain consistent high-level performance. Psychological techniques are used to build confidence, manage stress, and improve focus, ensuring that an athlete's mental state supports their physical abilities. This field recognizes that success in sports requires a balance of physical prowess and psychological resilience under intense pressure.

219. (D) I, II and III
Organizational communication occurs in three main directions: upward, downward, and lateral. Upward communication allows feedback from subordinates to reach management. Downward communication provides instructions and goals from management to staff. Lateral communication enables coordination between members of the same level. All three directions are necessary for a well-functioning organization, as they ensure that information flows effectively across hierarchies.

220. (D) The human nervous system requires a constant and varied stream of stimulation.
Research on sensory deprivation highlights that the human brain needs regular and diverse sensory input to function correctly. When such input is significantly reduced or removed, individuals experience cognitive impairment, emotional distress, and sometimes hallucinations. These findings demonstrate that our mental well-being is intrinsically linked to our environment and that a lack of external stimulation is inherently stressful and detrimental.

NODIA

221. (A) The employee, their supervisor, peers, subordinates, and sometimes customers.
A 360-degree feedback system provides a comprehensive view of an employee's performance by gathering input from multiple sources. This approach includes evaluations from supervisors, peers, and subordinates, and even external stakeholders like customers. By triangulating these different perspectives, the organization gains a more well-rounded and objective understanding of the individual's strengths and developmental needs, reducing potential rater biases.

222. (B) Diagnosing the organization's problems.
Every effective organizational development program must begin with a thorough diagnosis of the organization's current state. This phase involves collecting and analyzing data to identify the underlying causes of systemic problems. Without this diagnostic step, any intervention is likely to address only surface-level symptoms, leading to wasted resources. Diagnosis ensures that subsequent actions are targeted and based on empirical evidence.

223. (C) Salary
In Herzberg's two-factor theory, salary is considered a hygiene factor. Hygiene factors are extrinsic elements that relate to the work environment; if they are inadequate, they cause dissatisfaction. However, once these factors are brought to an acceptable level, their continued presence does not lead to high levels of motivation or long-term satisfaction. Real motivation comes from intrinsic motivators.

224. (A) Both A and R are true and R is the correct explanation of A.
Leaders play a critical role in shaping the organizational climate through their behaviors and values. A supportive leader who values communication and recognition creates a positive environment characterized by trust and engagement. Conversely, autocratic leadership tends to produce a negative climate marked by fear and limited collaboration. These shared perceptions of the atmosphere directly influence employee motivation and overall performance.

225. (A) To reduce stress and improve mood.
Promoting physical fitness is a key goal in psychology due to its profound impact on mental well-being. Regular physical activity has been shown to reduce physiological stress and alleviate symptoms of anxiety and depression. By improving mood and boosting self-esteem, exercise contributes to overall quality of life. This psychological benefit makes physical fitness an essential component of health.

226. (B) Organizational climate
Organizational climate is the set of shared perceptions that employees have about their work environment, including formal policies and informal daily practices. It represents how the organization "feels" to those who work within it. While culture involves deeper values and beliefs, climate is more easily observed. A positive climate is essential for high levels of employee morale and engagement.

227. (C) Mitigate or reduce its negative effects.
Perceived control is a fundamental concept in environmental psychology. When people feel they have control over a stressor, such as being able to turn off a loud noise, the psychological and physiological impact of that stressor is significantly reduced. This sense of agency buffers the individual against negative effects, demonstrating that psychological appraisal is as important as physical stimulus.

228. (D) Behavioral
Behavioral interview questions ask candidates to describe how they handled specific situations in the past. This approach is based on the idea that past behavior is a reliable indicator of future performance. By asking for an example of showing initiative, the interviewer can evaluate actual skills and decision-making processes. This method is more objective and valid than asking hypothetical questions.

229. (B) To improve exercise adherence
Sports psychology focuses specifically on athletes and their performance in competitive environments. While health psychology might focus on exercise adherence in the general population, sports psychology is concerned with enhancing performance, managing competition pressure, and fostering personal growth among competitive individuals. Prescribing performance-enhancing drugs is unethical and illegal, making it an entirely inappropriate goal for any legitimate sports professional.

230. (C) Prescriptive model
A prescriptive model of decision-making, also known as a normative model, defines how individuals should ideally make choices to achieve the best possible outcome. These models assume perfect information and complete rationality. They provide a standard against which actual decision-making behavior can be compared, helping individuals and organizations identify where their real-world processes might fall short of optimal logic.

231. (D) Job enrichment
Job enrichment is the vertical expansion of a job that adds more complex tasks and grants greater autonomy to the employee. By giving workers the responsibility to plan, execute, and evaluate their own work, enrichment makes the role more challenging and meaningful. This technique is designed to fulfill higher-order needs for growth, which leads to higher levels of intrinsic motivation.

232. (A) Environmental or situational causes of accidents
When a safety investigation focuses on physical factors like lighting, equipment condition, and floor surfaces, it is examining situational or environmental causes of accidents. These are factors external to the worker that make the environment inherently hazardous. Addressing these issues through improved design and maintenance is a fundamental strategy in industrial safety, as it reduces the opportunity for any worker.

233. (D) Statement I is incorrect but Statement II is correct.
Effective communication is more than just transmitting a message; it requires that the receiver understands the information exactly as the sender intended. If the message is misinterpreted or ignored, the process has failed despite the transmission occurring. Successful communication is a dynamic, two-way process that relies on accurate encoding and decoding,

Click Here to Buy book on Amazon

motivation, and healthier organizational environments.

184. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

185. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

186. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

187. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

188. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

189. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

NODIA

190. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved motivation, and healthier organizational environments.

191. (Answer provided in question key)
This question examines an important concept from industrial, organizational, environmental, or sports psychology. The correct answer reflects established theoretical principles and empirical findings within the field. Understanding these concepts helps explain how individuals think, behave, and perform in workplace or performance settings. Such knowledge supports better decision-making, effective leadership, improved

dynamics that influence how people behave and interact within organizational and work settings.

243. (C) The individual's motivation and self-regulation skills.
Maintaining an exercise program over time depends heavily on an individual's internal motivation and their ability to self-regulate. Psychological factors like setting realistic goals, managing time effectively, and maintaining self-efficacy are crucial for long-term adherence. While external factors like cost or location might be barriers, the psychological commitment and the ability to overcome those obstacles are the most significant predictors.

244. (D) Crowding
Crowding is the subjective, negative emotional reaction to a perceived lack of space caused by high population density. It is not just the physical presence of others, but the feeling of being constrained and having limited control over social interactions. In environmental psychology, this distinction is key to understanding why some high-density situations are pleasant while others are highly stressful.

245. (A) Responsibility
In Herzberg's two-factor theory, hygiene factors are extrinsic elements related to the work context, such as salary and company policy. These factors can prevent dissatisfaction but do not lead to high motivation. Responsibility, however, is a motivator factor. Motivators are intrinsic to the work itself and are the actual drivers of job satisfaction and high levels of performance, fulfilling developmental needs.

246. (B) All of the above
The communication process is a complex system involving several interdependent elements. A sender encodes an idea into a message, which is then transmitted to a receiver who decodes it. Each of these components is essential; if any one is missing or dysfunctional, communication fails. Understanding the interaction between sender, message, and receiver is fundamental for improving organizational communication and effectiveness.

247. (C) Identify and hire individuals who have the knowledge, skills, and abilities to perform the job successfully.
The primary goal of personnel selection is to match the most qualified individuals to specific job openings. By using systematic tools like tests and interviews to assess knowledge, skills, and abilities, organizations can predict who is most likely to succeed in a role. This process ensures that the organization hires a productive workforce and that employees are placed in appropriate positions.

248. (D) Inspire followers to pursue a shared vision and achieve more than they thought possible.
Transformational leadership focuses on bringing about fundamental change by inspiring followers to commit to a shared vision for the future. These leaders challenge their subordinates to think creatively, provide individual support, and act as ethical role models. By tapping into higher-order needs and values, transformational leaders motivate their followers to work toward extraordinary collective outcomes, far exceeding formal roles.

249. (B) Human factors, such as inattention or fatigue, play a significant role in many accidents.
Industrial safety research demonstrates that while environmental hazards are important, human behavior is a major contributor to workplace accidents. Factors like mental fatigue, lack of attention, and poor judgment significantly increase the likelihood of errors. Effective safety programs must therefore address both the physical environment and the psychological and physiological states of the workers through training and ergonomic design.

250. (C) Process consultant
A process consultant in organizational development acts as a facilitator who helps a group observe and improve its own internal processes. Rather than providing technical solutions or direct training, the consultant works with the team to identify how they communicate, make decisions, and manage conflict. This approach empowers the group to solve its own problems, leading to sustainable improvements in effectiveness.

Downloaded from www.pdf.tube

often supported by feedback to ensure shared understanding.

234. (B) A formal, low-trust relationship with the leader based on their job description.
According to Leader-Member Exchange theory, "out-group" members have a more formal and less personal relationship with their leader. These interactions are primarily based on the requirements of the job description rather than mutual trust or extra-role behavior. Out-group members often receive less of the leader's time, attention, and support, which can lead to lower levels of satisfaction.

235. (C) Sensory deprivation
Sensory deprivation is the study of human behavior and mental processes in environments that lack normal levels of stimulation. Research in this area explores how the absence of light, sound, or social interaction affects cognition and emotion. These studies show that the human mind requires environmental input to function; a complete lack of input is inherently stressful and detrimental.

236. (D) Self-efficacy and self-esteem
Regular physical exercise is strongly linked to significant psychological benefits, most notably increases in self-efficacy and self-esteem. As individuals master new physical skills and improve their fitness, they develop a greater sense of personal competence and self-worth. These positive psychological changes improve overall mental health and provide a buffer against stress and depression, making exercise a vital health tool.

237. (A) I, II, III
The personnel selection process begins with job analysis to determine the requirements of the role. Once the requirements are clear, the organization begins recruitment to attract a pool of qualified applicants. Finally, selection is used to evaluate the applicants and choose the most suitable individual for the position. This logical sequence ensures that the hiring process is based on actual needs.

238. (B) McGregor's Theory Y
Douglas McGregor's Theory Y represents a positive and modern view of workers. It assumes that employees are naturally industrious, creative, and capable of self-direction when they are committed to their work goals. Managers holding these beliefs are likely to use participative leadership styles, granting employees autonomy and encouraging their involvement in decision-making. This approach fosters a high-trust organizational climate.

239. (C) The positive changes in on-the-job behavior and organizational results.
The ultimate success of a training program is determined by its impact on the organization's goals and actual employee performance. While attendance and trainee satisfaction are easy to measure, they do not guarantee that the training was effective. Real evaluation must assess whether the knowledge gained has been transferred to the job and whether it has resulted in measurable organizational improvements.

NODIA

240. (A) Both A and R are true and R is the correct explanation of A.
The grapevine is an inevitable informal communication network that arises in all organizations. It serves to satisfy employees' social needs and to provide information quickly, especially when formal channels are silent or slow. While the grapevine is often fast, its accuracy can be unreliable as information is distorted during transmission. Managers should recognize its existence and use it thoughtfully.

241. (A) Goal-Setting Theory
Goal-setting theory, developed by Edwin Locke, argues that specific and challenging goals lead to higher performance than vague or easy ones. When individuals accept and commit to these difficult targets, they exert more effort and persist longer in their tasks. This theory emphasizes that goals provide direction and feedback, which are essential for motivating high levels of performance in organizations.

242. (C) P-4, Q-3, R-2, S-1
Groupthink involves pressure for conformity, while social loafing is the tendency for individuals to work less hard in a group. The grapevine is an informal communication channel, and organizational climate refers to the perceived quality of the work environment. These concepts illustrate the various social and psychological

confirms that the test is a valid and useful tool for identifying high-potential employees.

260. (D) The high density of people provides too much information for the brain to process effectively.
The overload theory of crowding suggests that negative psychological reactions to high density occur because the sheer amount of social and sensory stimulation exceeds an individual's cognitive processing capacity. In crowded environments, the brain is overwhelmed by the need to manage too many inputs from others, leading to mental fatigue and stress. This surplus results in the feeling of being crowded.

261. (A) Job involvement
Job involvement is the degree to which an individual identifies psychologically with their work and considers their performance level important to their overall self-image. People with high job involvement are deeply committed to their work and see it as a central part of their identity. This psychological tie is a key driver of motivation and performance, as self-worth is linked to success.

262. (B) A strong management commitment to safety.
A successful industrial safety program is built on a clear and consistent management commitment to the well-being of its employees. When management prioritizes safety through policy, funding, and personal example, it fosters a positive safety climate where all workers understand that safety is a core value. This commitment encourages employees to follow safety protocols and take proactive steps to identify hazards.

263. (C) Transactional
Transactional leadership is a style where the leader clarifies role requirements and provides rewards contingent on followers meeting performance standards. This exchange-based approach focuses on the formal relationship between leader and subordinate. While it can be effective for maintaining stability and achieving specific, measurable goals, it does not typically inspire the same level of commitment or change as transformational leadership.

264. (D) Is more reliable and valid due to standardization.
Structured interviews are superior to unstructured ones because they use a standardized set of job-related questions for all candidates. This consistency ensures that every applicant is evaluated against the same criteria, which significantly increases the reliability and validity of the selection process. By reducing the opportunity for interviewer bias and subjective judgment, structured interviews provide a fairer and more accurate assessment.

265. (A) To understand and promote the adoption and maintenance of physical activity.
From a psychological perspective, the study of exercise focuses on understanding why people do or do not participate in regular physical activity. Researchers investigate the motivational, social, and environmental factors that influence behavior change and long-term adherence. By applying these psychological principles, practitioners can develop effective interventions that help individuals adopt healthier lifestyles and improve their overall psychological and physical well-being.

266. (A) P-3, Q-4, R-1, S-2
Organizational climate involves shared perceptions of the environment, while transformational leadership focuses on inspiring followers with a vision. The Yerkes-Dodson Law describes the relationship between arousal and performance, and crowding is the subjective stress resulting from high density. These diverse concepts in applied psychology collectively explain how individuals react to and are influenced by their workplace, leaders, and physical surroundings.

267. (B) Any factor that distorts the message or interferes with communication.
Noise in the communication process is not limited to physical sounds. It encompasses any barrier—whether psychological, semantic, or environmental—that prevents the receiver from understanding the message exactly as the sender intended. This includes distractions, cultural differences, the use of confusing jargon, or emotional states. Successful communication requires identifying and minimizing these

Click Here to Buy book on Amazon

improve their performance. Techniques like arousal regulation and mental rehearsal are used to ensure that an athlete's mental state supports their physical abilities. By learning to control their focus and emotions under pressure, sportspersons can perform more consistently and achieve their full performance potential.

285. (A) Vestibule training
Vestibule training is an off-the-job method where employees learn to use the actual equipment they will encounter on the job, but in a separate, simulated environment. This allows for safe and focused learning without the distractions of real production. It is particularly effective for high-risk jobs or when using expensive machinery, as it ensures that the worker is proficient before performing in a live environment.

286. (B) Leadership : The process of influencing a group
Leadership is correctly defined as the process of influencing a group of individuals toward the achievement of goals. The other pairs are incorrectly matched: organizational climate is about shared perceptions, not values; job satisfaction is an attitude, not a specific behavior; and personnel selection is about hiring new employees, not evaluating current ones. Understanding these fundamental definitions is essential for applying psychological principles correctly.

287. (C) The prevention of accidents through changes in behavior, environment, and equipment.
Industrial safety focuses on the systemic prevention of accidents by addressing the human, situational, and environmental factors that contribute to them. This involves implementing safe work behaviors through training, designing ergonomic workspaces to reduce human error, and ensuring that equipment is safe and well-maintained. By taking a comprehensive approach, organizations can create a safer workplace and reduce the human and financial costs of injuries.

288. (D) Innovative
An innovative organizational climate is characterized by shared perceptions that the organization values flexibility, risk-taking, and new ideas. In such an environment, employees feel encouraged to challenge the status quo and experiment with different ways of doing things. This type of climate is essential for organizations that need to adapt rapidly to changing market conditions and technological advances, as it fosters creativity and commitment.

289. (D) I, II and III
Job dissatisfaction can lead to several negative organizational consequences, including increased turnover and absenteeism as employees seek to avoid their work environment. Additionally, dissatisfied workers are less likely to engage in organizational citizenship behaviors—voluntary efforts that benefit the company beyond their formal duties. These outcomes collectively lead to reduced productivity and higher costs for the organization, demonstrating that employee satisfaction is critical for health.

NODIA

290. (B) Termination
Termination is the final stage of the Transtheoretical Model, where the individual has complete confidence that they will not return to their old unhealthy behavior. The new behavior, such as a regular exercise program, has become an automatic part of their life, and the threat of relapse is no longer a significant factor. While many people remain in the maintenance stage, termination represents the ultimate goal.

291. (A) Both A and R are true and R is the correct explanation of A.
A realistic job preview provides applicants with an honest and balanced view of both the positive and negative aspects of a job. By setting accurate expectations, RJPs help candidates decide if they are a good fit for the role before they accept the position. This leads to higher levels of commitment and reduced disappointment, which significantly lowers the rate of early employee turnover.

292. (D) Environmental Psychology
Environmental psychology is the field that investigates the relationship between people and their physical surroundings. This includes studying the psychological effects of noise, air pollution, and high population density as environmental stressors. Researchers in this area aim to understand how these factors affect human well-being and behavior, and use this knowledge to help design better living and working spaces that promote health.

276. (A) Both A and R are true and R is the correct explanation of A.
Industrial safety is a paramount concern for organizations because accidents have severe consequences for both the individual and the company. Workplace incidents lead to significant human suffering, lost productivity, and substantial financial costs from medical expenses and legal issues. Because these outcomes are so negative, organizations invest heavily in safety programs and equipment to prevent accidents and protect their most valuable resource.

277. (A) Selection
Selection is the systematic process of evaluating and choosing the best candidate for a specific job from a pool of qualified applicants. This involves using various tools like interviews, tests, and background checks to assess how well each individual's skills and abilities match the requirements identified in the job analysis. An effective selection process ensures that the organization hires productive employees who succeed.

278. (B) Affective
The affective component of an attitude is the emotional reaction an individual has toward an object. When an employee says they "feel good" about their job, they are expressing this affective state. This component is powerful because it represents the person's internal feelings, which can significantly influence their overall job satisfaction, their interactions with colleagues, and their general commitment to the organization.

279. (C) A process of influencing others to achieve common goals.
Leadership is fundamentally a social process of influencing a group of individuals to work toward the achievement of shared goals. It is not limited to a formal title or hierarchical position; instead, it involves the ability to inspire, motivate, and guide others. Effective leadership is essential for coordinating collective effort and helping the organization adapt to change, as it provides the vision needed for success.

280. (D) Perceived lack of time and low motivation.
A perceived lack of time and low internal motivation are two of the most significant psychological barriers to maintaining a consistent physical fitness regimen. While physical or financial barriers can exist, people's own psychological commitment and their ability to manage their priorities are the most critical predictors of long-term adherence. Overcoming these mental barriers through goal setting and self-regulation is essential for health.

281. (A) A lack of control and a sense of being constrained.
The negative psychological experience of crowding is greatly intensified when individuals feel they have no control over their environment and that their behavioral freedom is being restricted. High population density only becomes a major stressor when it prevents people from achieving their goals or maintaining their desired level of privacy. This sense of being trapped and unable to manage social interactions makes high-density environments feel crowded.

282. (B) Survey feedback
Survey feedback is a classic and widely used organizational development intervention. It involves systematically collecting data from employees about their perceptions of the organization and then feeding that information back to them for discussion and problem-solving. This process promotes open communication and allows members at all levels of the organization to participate in identifying and addressing systemic issues, leading to more sustainable change.

NODIA

283. (D) Statement I is incorrect but Statement II is correct.
Effective communication is never a one-way process; it requires a successful exchange where the receiver decodes and understands the message. Feedback is an essential component of this process because it allows the sender to confirm that their message was interpreted correctly and to clarify any misunderstandings. Without this two-way flow, information is likely to be misinterpreted, leading to errors and conflict in the organization.

284. (D) Their psychological states, such as anxiety and confidence.
A key focus of sports psychology is helping athletes manage their internal psychological states, such as anxiety and self-confidence, to

Visit :
www.pdf.tube

Download PDFs For :

- ✓ MPPSC Chapterwise Question Bank
- ✓ KVS/NVS Chapterwise Question Bank
- ✓ KVS/NVS 30 Sample Papers for Tier-II
- ✓ DSSSB TGT Chapterwise Question Bank
- ✓ DSSSB Sample Papers
- ✓ Chapterwise Question Bank
- ✓ JEE NEET Foundation
- ✓ Primary Classes Worksheets
- ✓ Olympiad Guide
- ✓ Sample Papers
- ✓ Previous Year CBSE Papers
- ✓ Previous JEE, NEET and CUET Papers

Nodia Editions LLP

125, Sector 6, Vidhyadhar Nagar, Jaipur 302039

MRP ₹ 650.00

Downloaded from www.pdf.tube

293. (A) Confirmation bias
Confirmation bias is the tendency for individuals to seek out, interpret, and favor information that confirms their existing beliefs or decisions, while ignoring or discounting information that contradicts them. This cognitive bias can lead to poor decision-making in organizations, as managers may overlook critical warnings or alternative solutions. Recognizing and actively challenging confirmation bias is essential for ensuring that decisions are based on objective evidence.

294. (B) Create and articulate a compelling vision for the future.
A primary function of leadership is to provide direction and purpose by creating and communicating a clear vision for the organization's future. This vision inspires and motivates employees to work together toward common goals and helps the organization navigate change. While leaders must also manage daily tasks, the ability to articulate a compelling future is what distinguishes leaders and is essential for success.

295. (C) Developing a new product line
Personnel selection focuses specifically on the process of evaluating and hiring the best candidates for job openings. Its primary goals include assessing applicant qualifications, predicting future job performance, and ensuring a good fit between the individual and the organization. While developing a new product line is a vital goal, it falls under the purview of strategic management rather than the psychological processes of selection and staffing.

296. (D) The shared values and perceptions about the importance of safety in an organization.
Safety culture and safety climate refer to the shared perceptions among employees about how much the organization truly values safety. This goes beyond formal rules to reflect the actual priorities observed in daily work practices. A strong safety culture is essential for reducing accidents, as it encourages employees to follow protocols and take personal responsibility for their own and their colleagues' well-being in the workplace.

297. (D) Statement I is incorrect but Statement II is correct.
Job satisfaction is not just a rational, cognitive evaluation of work conditions; it also has a strong affective, or emotional, component. An employee's overall satisfaction is determined by both what they think about their job and how they feel about it on a daily basis. This multidimensional view recognizes that moods, emotions, and personal beliefs all play a role in shaping an individual's overall attitude.

298. (B) Enhance performance and personal growth of athletes.
The goal of sports psychology is to use psychological knowledge and skills to help athletes improve their performance and achieve personal growth. This involves teaching mental skills like goal setting and stress management, helping athletes cope with the pressures of competition, and fostering a positive and productive mindset. By addressing the psychological side of sports, practitioners help athletes reach their peak potential and maintain mental well-being.

NODIA

299. (C) Formal, downward
A memo from a manager to subordinates is a classic example of formal, downward communication. It follows the official organizational hierarchy and is used to transmit instructions, goals, and policies. Formal communication provides an official record and ensures that information is standardized across a work unit. Downward flow is essential for coordinating activities and ensuring that all employees are aware of their responsibilities as directed.

300. (D) Sensory deprivation
Sensory deprivation occurs when an individual is in an environment that lacks normal levels of external stimulation. Environmental psychology research shows that human performance and well-being require a certain level of varied sensory input. A prolonged lack of stimulation can lead to cognitive decline, hallucinations, and significant emotional distress. This highlights our need for environmental variety and interaction for normal psychological functioning and health.

various forms of noise to ensure that information is exchanged accurately.

268. (D) Job satisfaction
Job satisfaction is an individual's overall emotional and evaluative response to their work. It is influenced by a wide range of factors, including pay, social relationships, the work environment, and the nature of the tasks performed. High job satisfaction is a key indicator of employee well-being and is associated with several positive organizational outcomes, such as reduced employee turnover and increased commitment.

269. (A) Trait theories propose that leaders are born, while behavioral theories suggest leadership can be learned.
Trait theories of leadership focus on identifying inherent personal qualities—like charisma or intelligence—that make someone a natural leader. In contrast, behavioral theories focus on specific actions and styles that leaders use, implying that effective leadership is a set of skills that can be learned. This distinction is fundamental to how organizations approach leadership selection versus development, with each theory providing a perspective.

270. (B) A safety intervention and its evaluation
The sequence of implementing a new policy, training employees, and then measuring the change in accident rates is an example of a safety intervention and its subsequent evaluation. This process is essential for determining if a specific organizational change has actually achieved its goal of improving safety. By evaluating the results, management can decide whether to continue the policy or make adjustments.

271. (A) Both Statement I and Statement II are correct.
While prolonged, involuntary sensory deprivation is highly stressful and can lead to cognitive decline and hallucinations, controlled and voluntary deprivation can be therapeutic. In some clinical settings, restricted environmental stimulation is used to promote relaxation and reduce stress. These two statements highlight the complex human need for sensory input, showing that both an excess and a deficit of stimulation have significant psychological consequences.

272. (D) Concentration and attentional control
A marathon runner who focuses on internal cues like breathing and pace is demonstrating concentration and attentional control. This psychological skill involves staying focused on task-relevant information needed for optimal performance while ignoring irrelevant thoughts or external distractions. By maintaining this focus, the athlete can execute their skills more efficiently and manage their energy more effectively, which is crucial for success.

273. (A) Bounded rationality
The satisficing model is a key component of bounded rationality, which recognizes that humans have limited cognitive resources and time when making decisions. Rather than searching for the absolute optimal choice, individuals choose the first alternative that is "good enough" to meet their requirements. This model provides a realistic description of how decisions are made in complex, information-rich organizational environments where optimal solutions are often difficult to find.

274. (B) To facilitate planned organizational change and improvement.
Organizational development is a planned, systemic approach to increasing organizational effectiveness and health through behavioral science. The primary goal of any intervention is to facilitate positive change that helps the organization achieve its goals and adapt to its environment. OD focuses on long-term improvement and the development of human and social capital, rather than just short-term problem-solving or technical fixes.

275. (C) The underlying shared values, beliefs, and assumptions.
Organizational culture is the deep-seated, shared set of values, beliefs, and assumptions that guide the behavior and interactions of its members. While climate refers to more surface-level perceptions, culture is the enduring identity of the organization that has developed over time. It is the "social glue" that holds the organization together and provides it with a unique character, influencing how it responds to challenges.

Click Here to Buy book on Amazon